

THE SCHOOL JOURNAL.

NEW YORK AND CHICAGO.

VOL. XXXIII.—NO. 15.
E. L. KELLOGG & CO., 25 Clinton Pl. (8th St.), N. Y.

APRIL 9, 1887.

\$2.50 A YEAR; 6 CENTS A COPY.
Western Office, 151 Wabash Avenue, Chicago, Ill.

COWPERTHWAIT & CO.'S

Standard Editions of New and Valuable

SCHOOL TEXT BOOKS

Fresh, Original, and up to the Times.

Best Liked by the Best Teachers.

READERS.	GEOGRAPHY.	LANGUAGE.	GRAMMAR.
Monroe's New Series The VERY latest and the VERY best. New Primer, . . . 15 Cts. New First Reader, . . . 20 Cts. New Second Reader, . . . 25 Cts. New Third Reader, . . . 30 Cts. New Fourth Reader, . . . 35 Cts. New Fifth Reader, . . . 40 Cts.	Warren's New Series New Maps. New Plates. New Binding. Editions for 1887 contain the latest geographical information from all parts of the world. New Primary Geography, \$.40 New Brief Course Geo., 60 New Common School Geo., 1.00 Physical Geography, . . . 1.25	POWELL'S POPULAR SERIES. These books begin at the foundation. By forming good habits of speech at the start, it becomes unnecessary to waste time in correcting bad habits. How to See, 30 Cts. How to Talk, 42 Cts. How to Write, 60 Cts.	GREENE'S STANDARD SERIES The best known; the best liked, and the most widely used series. THE NATIONAL STANDARD Introduction, 40 Cts. English Grammar, . . . 75 Cts. New Analysis, 80 Cts.
SPELLERS.	MATHEMATICS	HISTORY.	PENMANSHIP.
Monroe's New Series First Steps in Spelling, . 15 Cts. Practical Speller, . . . 25 Cts. Monroe's Complete Writing Speller, For Des., . 45 Cts. Combining Spelling and Penmanship. The largest and cheapest Writing Speller published.	HAGAR'S PRACTICAL SERIES Business-like Methods. Mental and Written Exercises Combined. Primary Lessons in Nos., 25 Cts. Elementary Arithmetic, 35 Cts. Common School Arithmetic, 75 Cts. Elementary Algebra, . 90 Cts.	Goodrich's Child's U.S., 35 Cts. Howard's New U.S., . 90 Cts. NEW AND REVISED EDITIONS. LITERATURE. ROYSE'S New and Revised Manuals American Literature, . \$1.00 English Literature, . 1.50	BUSINESS Standard Copy Books. Larger than any other books; more space for writing; duplicate copy in the middle of each page. No flourishes; no complicated analysis. Primary Course, 1 Nos., 75 Cts. Com. Sch. Course, 1 Nos., 90 Cts. Writing Charts, 15 Nos., \$5.00
READING CHARTS.	Arithmetical Charts	CHEMISTRY.	BOOK-KEEPING.
MONROE'S New Primary Charts REVISED AND ENLARGED. These Charts comprise 56 numbers, 25x34 inches in size, printed on Manila Parchment Paper. They are mounted in the most convenient form for practical use. Full Series, \$10.00	PREPARED BY FRANCIS W. PARKER, A. M., Principal of Cook County, Ill., Normal School, formerly Dept. of Schools, Quincy, Mass. REVISED AND ENLARGED. The set comprises 56 numbers, 25x34 inches in size, printed on Manila Parchment Paper. This is the only Series of Arithmetical Charts published. Full Series, \$5.00	Appleton's Complete Series The Young Chemist, . . 25 Cts. Qualitative Analysis, . 35 Cts. Quantitative Analysis, . \$1.25 PHYSIOLOGY. Blaisdell's School Series. How to Keep Well, . 45 Cts. Our Bodies; How We Live, 60 Cts.	The Business-Standard System of Double-Entry Book-Keeping. Using only One Book of Accounts. LATEST. SIMPLEST. CHEAPEST. Book-Keeping, . . . 45 Cts. Blank Book, 35 Cts.

SEND FOR COPY OF NEW DESCRIPTIVE CATALOGUE. JUST ISSUED.

In order that Teachers and School Officers may examine our books, we will send SPECIMEN PAGES free, upon application, or copies of any of the books themselves, delivery prepaid, on receipt of published price, which will be refunded in case the books are adopted or returned.

COWPERTHWAIT & CO., Publishers, Philadelphia, Pa.

SCHOOL STATIONERY

ACME

WRITING

PADS and TABLETS.

Scholars' Delight Tablets,

Manhattan Tablets,

Puritan Tablets,

Mikado Tablets,

Students' Note Books,

Composition Books,

Quincy Practice Papers, &c.

MANUFACTURED BY

Acme Stationery and Paper Co.,

59 DUANE STREET, NEW YORK.

SEND FOR PRICE-LIST.

GRAY'S BOTANICAL SERIES,

by Prof. Asa Gray of Harvard University, provides the best and most complete equipment for all classes or for special students.

Gray's How Plants Grow, For Introduction.	\$.80
Gray's School and Field-Book, " "	1.80
Gray's Manual, " "	1.62
Gray's Botanist's Microscope, Two Lenses,	2.00
Gray's Botanist's Microscope, Three Lenses,	2.50

IVISON, BLAKEMAN & CO., 753 and 755 Broadway, New York.

SWINTON'S ELEMENTARY

GEOGRAPHY. Revised Edition. Cloth sides and strong leather back. Written in delightful style; logically arranged; fully and beautifully illustrated.

WITH AN ENTIRE SERIES OF NEW MAPS.

Specially adapted to any school having only a limited time to devote to the study, and wishing to use a single text-book.

For Introduction, 80 cts.

149 Wabash Avenue, Chicago, Ill.

Strictly Progressive Series of Music Readers and Charts Based on Educational Principles.

Adopted for use in a large number of the leading cities of the country, including New York City (adopted Nov. 4, 1885), Brooklyn (adopted June 17, 1885), etc. Also in use in a large number of leading Normal Schools, Colleges, Seminaries, etc. FRANK D. BLATT, New York Manager, 9 Bond Street, New York.

NORMAL MUSIC COURSE.
COMPLETE SERIES OF MUSIC READERS & CHARTS FOR SCHOOLS.
BY JOHN W. TUFTS & H. E. HOLT.

SILVER, ROGERS & CO., Publishers, 60 Bromfield Street, Boston.

SPECIMEN PAGES.

From the READERS, CHARTS and TEACHERS' MANUAL, and SPECIAL INTRODUCTORY and EXCHANGE PRICE-LIST, mailed free to any teacher on application.

Reduced from 72 CENTS TO 48 CENTS per Dozen.

BLANKS FOR WRITTEN SPELLING.

Mr. H. W. Shaylor, author of "Harper's New Graded Copy Books," has prepared a series of "Spelling and Dictation Blanks," in two numbers—by which spelling and writing are taught simultaneously. The value of learning to spell correctly, is to be able to write words correctly, and it is the opinion generally accepted by teachers, nowadays, that, as spelling and writing go hand in hand, they should be taught together. "Oral spelling assists, but written spelling makes perfect."

"Harper's Spelling and Dictation Blanks" are printed on good "copy-book" paper, suitable for either pen or pencil, and are strongly bound in manilla covers. Each number contains THIRTY-TWO pages. The publishers will furnish them so that they can be retailed with fair profit to dealers at **Four Cents** per copy. The introduction price is only **40 Cents** per dozen. This is no more than blank paper costs.

For fuller explanation of terms, or for sample copies, address

HARPER & BROTHERS, Publishers, Franklin Square, New York.

W. H. Walmsley & Co.

SUCCESSORS TO

R. & J. BECK,

1016 Chestnut St., Phila.

Microscopes and all
Accessories and Ap-
paratus, Photogra-
phic Outfits for Am-
ateurs, Spectacles,
Eye-Glasses, Opera
Marine Glasses,
etc., etc.

Illustrated Price List
mailed free to any address
mentioning this paper in cor-
responding with us.



A. M.

Faber's Pencils

The Oldest and the Best
Of all Pencils.

PENCILS, RUBBER ERASERS

And School

Supplies of Unequaled Quality.

ALL STATIONERS KEEP THE
FABER GOODS.

Special Samples sent to
Educators.

ADDRESS

EDUCATIONAL DEPARTMENT.

Ferdinand Faber,

NEW YORK CITY.

A. H. ANDREWS & CO.,



Andrew's Globes
Tellurians, Maps
Charts of all
kinds, Black-
boards, Dustless
Erasers and
Crayons.

JUST PUBLISHED
ANDREWS'

NEW SERIES OF SCHOOL MAPS

A. H. ANDREWS & CO.

686 Broadway, N. Y., 195 Wabash Ave., Chicago.
915 Arch St., Phila. 611 Wash'n St., Boston.



R. M. LAMBIE,

ALL KINDS OF

BOOK

HOLDERS

THE MOST PERFECT

Dictionary Holder.

Send for Illustrated

Catalogue.

136 E. 13th St., N. Y.

THOMAS NELSON & SONS,

42 Bleeker Street, New York,

PUBLISH

"Collier's Histories,"

AND

"World at Home Readers."

Their catalogue will be sent free to any ad-
dress and contains a large proportion of books
suitable for Supplementary Reading.

Readers will confer a favor by men-
tioning THE SCHOOL JOURNAL when
communicating with advertisers.

CROSBY'S VITALIZED PHOSPHITES

Is a Brain and Nerve Food and gives new life and energy to all who are nervous and ex-
hausted. It aids in the bodily and wonderfully in the mental growth of children. The
Emperor Dom Pedro, Bismarck, Gladstone, brain workers, cured their nervous prostra-
tion, and now maintain their bodily and mental vigor by its use. It is a cure of nervous
derangements and debility in old or young. Not a secret, formula on every label. A
vital phosphite, not a laboratory phosphate or soda water absurdity.

56 WEST 25th STREET, N. Y.

For Sale by Druggists, or mail, \$1.00.

6 Barclay St.
12 Vesey St.

E. B. BENJAMIN,

NEW YORK.

Importer and Manufacturer of

SCHOOL AND LABORATORY APPARATUS, PURE CHEMICALS.

Agent for NON-BLISTERING PLATINUM.

A very large stock of first-class Apparatus for sale at lowest rate for best goods. Correspondence solicited.



JOSEPH GILLOTT'S
STEEL PENS.

GOLD MEDAL, PARIS EXPOSITION, 1878.

SOLD BY ALL DEALERS.

For ARTISTIC USE in fine drawings, Nos. 659 (the celebrated Crossquill), 290 and 291. For
FINE WRITING, Nos. 303, 604, and Ladies', 170. For BROAD WRITING, Nos. 294, 389, and
Stub Point, 849. For GENERAL WRITING, Nos. 404, 332, 390, and 604.

JOSEPH GILLOTT & SONS, 91 John Street, N. Y.

HENRY HOE, Sole Agent.



E. R. STOCKWELL,

MANUFACTURER OF

Badges and Medals for Pupils of
Seminaries and Schools, also Class
Pins, Rings and Bracelets.

19 JOHN STREET, NEW YORK.

Send for Illustrated catalogue.

CHARLES De SILVER & SONS,

No. (G) 1102 Walnut Street, Philadelphia.

PUBLISHERS OF

INTERLINEAR CLASSICS.

"We do admit to spend seven or eight years merely scraping together so much miserable Latin
and Greek as might be learned otherwise easily and delightfully in one year."—MILTON.
Virgil, Caesar, Horace, Ovid, Sallust, Cicero, Juvenal, Livy, Homer's Iliad, Gospel of St. John, and
Xenophon's Anabasis, each to teachers, 1.80.
Clark's Practical and Progressive Latin Grammar; adapted to the Interlinear Series of Classics,
and to all other systems. Price to Teachers, \$1.10.
Sargent's Standard Speakers, Frost's American Speaker, Pinnoke's School Histories, Lord's School
Histories, Manecia's French Series, etc.
Sample pages of Interlinears free. Send for terms and new catalogue of all our publications.

Something New for the Youngest.

JUST ISSUED!

YOUNG'S

New Juvenile Speaker,

A CHOICE SELECTION ADAPTED
TO THE YOUNGEST SCHOLARS.

COMPILED BY HENRY A. YOUNG.

1 Vol. 16mo. Paper Covers, 20 cents.
Board Covers, 30 cents.

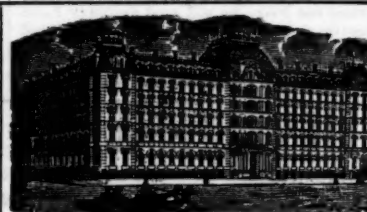
Also Now Ready, Our New May-Day
Exercise, entitled

Who Shall Be Queen of May,

BY MARION WAYLAND.

Price, Single Copies, 6 cts. each. Price,
Per Dozen, 60 cts. Address,

Henry A. Young & Co.,
55 FRANKLIN ST., BOSTON, MASS.

PLEASE mention THE JOURNAL when correspond-
ing with advertisers.

NEW ENGLAND CONSERVATORY OF MU-
SIC Boston, Mass.

THE LARGEST AND BEST EQUIPPED in the
WORLD—100 Instructors, 2,186 Students last year.
Thorough instruction in Vocal and Instrumental Mu-
sic, Organ, Violin, all Orchestral and Band Instru-
ments, Piano and Organ Tuning, Fine Arts, Oratory,
Literature, French, German, and Italian Languages,
English Branches, Gymnastics, etc. Tuition, \$5 to \$20
board and room, with Steam Heat and Electric Light,
\$45 to \$75 per term. For Illustrated Calendar, with
full information, address E. TOURJEE, Dir., Franklin
St., BOSTON, Mass.

WANTED.

BUSINESS OPENING. A lively Teacher
or Bookman wish-
ing to connect himself with the School Book
business may address "Publishing House,"
care School Journal, Stating age and amount to
place, with services, if mutually acceptable.

B. F. BROWN & CO.,

BOSTON, MASS.

Highest Award and Only Medal for Shoe Dress-
ing, etc., at Paris Exposition, 1875.

Satin
PolishBeware of
Imitations.

Highest Award New Orleans Exposition Against All
Competitors—A Silver Medal.

French
DressingNone Genuine
Without Paris Medal
on Every Bottle.JAS. W. QUEEN & CO.,
PHILADELPHIA.

Philosophical and
Chemical Apparatus,



Anatomical Models,
Skeletons, etc.
Large stock of
first-class appar-
atus. Lowest prices
to Schools. Corre-
spondence solicited.
Mention School
JOURNAL.

EIMER & AMEND,

205, 207, 209, and 211 Third Avenue,

NEW YORK.

Importers and Manufacturers of

Chemical Apparatus,

AND

CHEMICALLY PURE CHEMICALS.



Chemists,
Colleges,
Schools and
Laboratories.

Supplied with the best goods at the lowest prices.
Bunsen's Burners and Combustion Fur-
naces, a specialty in manufacture.

NEW PALTZ NORMAL SCHOOL

New term begins February 2, 1887. Tu-
ition and text-books free to Normal Stud-
ents.

Special attention to common school
teachers and graduates of High Schools
and Academies. Address

EUGENE BOUTON, Ph.D., Principal,
New Paltz, Ulster Co., N. Y.

CORNELL UNIVERSITY.

The number of Courses of Instruction given the
present year at Cornell University exceeds 400.
The Non-Technical Courses lead to degrees in
Arts, in Philosophy, in Science and in Letters.
In all these Courses the work is prescribed dur-
ing the Freshman year, and for the most part
during the Sophomore year; in the Junior year
with the exception of two hours in English Com-
position, and in the Senior year, without excep-
tion, the work is elective.

The Technical Courses lead to degrees in Agri-
culture, Architecture, Chemistry, Civil Engi-
neering, Electrical Engineering, and Mechan-
ical Engineering.

The University makes exclusive use of ten Build-
ings, twelve Laboratories, and ten Museums. Its
Library now consists of more than 62,000 vol-
umes, and the list of Scientific and Literary
journals taken numbers 438.

For advanced work with Seniors and Graduates,
the Seminary methods are adopted.

The Corps of Instruction consists of Ninety Pro-
fessors, Lecturers, and Instructors.

Thirty-six University Scholarships at \$200 each,
and Eight Fellowships of \$400 each are given.

Tuition to these holding State Scholarships, as
well as to students in Agriculture, and to all
Graduate students, is free; to all others it is
\$75 a year.

Examinations for Admission are held June 12th
and September 20th, 1887.

For the University Register and for special infor-
mation, address either the PRESIDENT of the
UNIVERSITY, or E. L. WILLIAMS, TREASURER,
ITHACA, N. Y.

PLEASE mention the SCHOOL JOURNAL when corre-
sponding with advertisers.

THE PRANG EDUCATIONAL CO.,

PUBLISHERS AND DEALERS IN
Drawing Books, Drawing Models,
and Artists' Materials.

Prang's American Text-Books on Art Educa-
tion.

ALSO MANUFACTURERS OF
PRANG'S DRAWING MODELS.

TO WHICH SPECIAL ATTENTION IS CALLED.
These MODELS have been specially designed for the
teaching of Form and Drawing in Primary and Gradi-
mar Schools. They consist of both Solids and Tablets,
arranged in a carefully graded series, are made with
the greatest regard for accuracy and beauty, and are
furnished at the lowest possible prices. They have
been adopted by the leading cities of the country, and
are absolutely indispensable to the correct teaching
of Form and Drawing in every stage, and especially
at the outset.

For catalogue and particulars, address
THE PRANG EDUCATIONAL CO.,
7 Park Street, Boston, Mass.

70 Wabash Ave., Chicago.

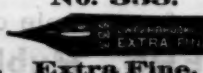
SOLAR CAMERA

For sale by all Stationers.

ESTERBROOK STEEL PEN CO., 26 John St., N. Y.

ESTERBROOK'S STEEL PENS.

No. 333.



Extra Fine.

STANDARD SCHOOL NUMBERS,

333, 444, 128, 105 & 048.

FOR SALE BY ALL STATIONERS.

ESTERBROOK STEEL PEN CO., 26 John St., N. Y.

The School Journal.

ESTABLISHED 1870.
THE SCHOOL JOURNAL.
A WEEKLY JOURNAL OF EDUCATION.

AMOS M. KELLOGG, } Editors.
JEROME ALLEN, }

Terms for E. L. KELLOGG & CO.'S Publications.

The School Journal. (Weekly.) \$9.50 a year.
The Teachers' Institute and Practical Teacher. (Monthly.) \$1.25 a year.
Treasure-Trove and Pupils' Companion. (Monthly.) Illustrated. \$1.00 a year.

CLUB RATES FOR ONE YEAR TO ONE ADDRESS.
The School Journal and Treasure-Trove, \$3.
The Teachers' Institute and Treasure-Trove, \$1.80

E. L. KELLOGG & CO.,

EDUCATIONAL PUBLISHERS,

25 Clinton Place, (8th St.) N. Y.

J. L. CHARLOUIS, Manager Advertising Department,

WESTERN OFFICE. GEN. EASTERN AGENTS.
E. L. KELLOGG & CO., HENRY A. YOUNG & CO.,
151 Wabash Ave., Chicago, Ill. 55 Franklin St., Boston, Mass.

New York, April 9, 1887.

CONTENTS.

EDITORIAL.

Col. Parker—Measuring by Per Cents.—Facts not Education—Saloon Influences—A Poor Unfortunate—Normal Schools..... 239
Our Indians and their Schools..... 240
Uniform Examinations..... 240

EDITORIAL NOTES.

EDUCATIONAL ARTICLES.

A School in Washington. By Wm. M. Giffin..... 241
The Ideal Teacher Open-Minded. By B. A. Hinsdale, LL.D..... 241
Rulers of Sixty of the Principal Countries of the World. By Dr. N. B. Webster..... 242

THE SCHOOL-ROOM.

Easy and Inexpensive Experiments..... 242
Elementary Language Work..... 242
Drawing, a Language..... 243
What is Profitable Work for the Primary Schools? By Anna Johnson..... 243
Lesson on Lines..... 243
Reading—A Personal Experience. By E. L. Cowdick..... 243

SYMPOSIUM ON INTEREST AND PERCENTAGE. (Concluded.)

Interest. By Samuel L. Isbell..... 243
Questions in Percentage. By Clarence Edwards, A.M. Partial Payments. By Supt. Charles Jacobus..... 244
Commission. By Prof. G. O. Shuttis..... 244
Limited Percentage or Interest. By J. B. Cummings..... 244

GENERAL EXERCISES.

Memorial Day Exercise. (Concluded.) By Miss F. E. Brewster..... 245
Life is What we Make It..... 245
Persons and Facts..... 246
Things of To-Day..... 246
Representative Educators of the West..... 246

EDUCATIONAL NOTES.

New York City..... 247
Manual Training in Toledo. By H. W. Compton..... 247

LETTERS.

Questions..... 247

BOOK DEPARTMENT.

New Books..... 248
Literary Notes..... 248
Books Received..... 248

COL. PARKER'S address, in this city last week, was full of upsetting statements. It reminded us of an anecdote of Verdi. When he was putting the finishing touches to "Il Trovatore," he consulted a critic, for whom he had the highest respect, and played for him the "anvil chorus." "Trash!" said the connoisseur. Verdi was pleased. "And of this, and this," he continued, playing. "Rubbish!" replied his friend. The composer embraced his critic in a burst of joy. "What do you mean by this?" he asked. "My dear friend," said Verdi, "I determined not to please great judges like you. In three months, 'Il Trovatore' will be sung, roared, whistled, and barrel-organed all over Italy."

NBODY can tell that one pupil is educated ninety-eight per cent., and another only fifty per cent. We might as well attempt to mark on a scale of a hundred how much religion a man has as how much education he has. Neither can a child

be forced to get an education. Force may be used to make pupils study, and we admit that good may in the end come of it, as good often comes from other afflictions and trials, but the fact remains—eternal as all other incontrovertible facts—that all healthy growth is natural, and cannot be measured by the rules and applications of percentage. Is there any heresy here?

THE possession of facts is not education. Going through an arithmetic isn't proof of mind-power. Standing ninety-nine per cent in the class doesn't prove success in life. But somebody says: Is not the possession of facts a good thing? Can a child learn an arithmetic without studying it? Isn't it well to do school-work in such a manner as to merit commendation? These questions answer themselves. But they do not touch our proposition. Let us see.

FACTS.—"Columbus discovered America in 1492." "George Washington is called the father of his country." "Albany is the capital of New York." Those, and a thousand others just like them, may be recited, and still the reciter know nothing about what he is saying.

"How came Columbus to want to start on a voyage of discovery?" "How large were the ships in which he sailed?" "Had he a compass?" "How long was he gone?" "How many times did he sail from Spain to America?" "Point out on a map all the places in the New World he visited." Where did he die? "Where is he now buried?" "Spend half an hour in writing all you can think of about Columbus." These will not bring out the whole truth. The question to be answered is: Are our pupils filled with such a desire to know the truth that they study for the love of studying? If it is history: Are they studying history for the love they have of history? If it is arithmetic: Are they studying arithmetic for the love they have of arithmetic? Growth is spontaneous. Hot house culture is short lived. What wells up naturally from the child's inner nature educates him. Unless he can be induced to love history, its study will do very little good. Somehow, some way, by somebody, there must come spontaneous effort, and when it does come, education will come, and not until then will it come.

IF the time has not come when teachers of free schools for teaching human salvation, should openly oppose teachers of other free schools for teaching destruction we do not know where in the history of the world it will come. The very best men of all parties and creeds recently said in a paper sent to Governor Hill of this state:

"There are in New York City about ten thousand liquor saloons, or one for every twenty-three voters. They are a chief source of social and political corruption, and are a constant and threatening peril to good morals and good government."

These ten thousand saloons are, every one of them, centres of outrageous sin. Churches don't shut them up. Temperance pledges are powerless. Public opinion is largely in their favor. Of the members of the legislature from New York City, only three voted for a bill to restrict their number, and only two from Brooklyn.

The question we should like answered is: What, if things go on this way, is this liquor business to come to? Let the fact, that there are tens of thousands of children in Brooklyn and New York more than can be accommodated in school-houses, answer. Something must be done and speedily.

Children will be educated, if not in schools, in streets and saloons. The schools of vice have more apt scholars than the schools of virtue, and saloons have no vacation. Eighteen hours a day they take in scholars and educate them.

THE face of the poor girl, murdered in Rahway two weeks ago, has been seen by ten thousand people, and yet no one knows who she was. This mystery is terrible. True, she is only,—

"One more unfortunate
Gone to her death."

"Who was her father?
Who was her mother?
Had she a sister?
Had she a brother?"

"O, it was pitiful,
Near a whole city full,"

that thus she should come to her end. Hundreds of girls are lost each year; and if not murdered, as this one was, yet just as really, and perhaps more terribly, abandoned to their fate. It is difficult to pull human beings up out of the mire of sin but it is not difficult to prevent them from getting into the slough of despair, if the right means are used early enough.

THE *Sun* of this city thinks "there is a crying need of a school for teaching men how to carry a folded umbrella," but it sees no need for normal schools, in which there is taught anything more than what will enable teachers to instruct "youngsters their A, B, C's, and correct their sums. The more high-flown their notions of education, the worse common-school teachers they become. In fact, both the boys' and the girls' free colleges have done infinite harm to the ordinary public schools, by assisting in diverting them from the simple and sensible plan upon which they were founded." The *Sun* says that: "A normal school supported by the state is simply a school for the education of teachers for the elementary school's established by the state. Such teachers need to be strong physically, for the work they are required to do is exhausting; and they must be thoroughly grounded in the rudiments of education, and trained to impart their knowledge to the best purpose. They ought to be well educated, but they do not require a complete university course."

The knowledge necessary in order to become a first-class elementary teacher is very much underestimated by a certain class of public men, most of whose thoughts have been given to politics and business, but have little care concerning educational subjects. To them the axioms of pedagogy are:

1. A teacher need not know much more than she teaches.
2. Imparting knowledge is an important part of keeping school; making pupils mind and get their lessons, the other part.
3. Anybody who can read, and write, can teach the youngest.

They build upon these self-constituted axioms the following assumptions:

1. The state is not bound to educate teachers. What a teacher knows he can teach.
2. There is no science of teaching. It is principally an art and a knack.
3. Normal colleges should be abolished.
4. Physical training is of more value than knowledge, especially of the higher branches, in the preparation of a public school teacher.

These heretical notions are wide-spread, and of the sands of otherwise sensible people believe it may be said it is a hinderance to educational progress with its objective they do. They are continually corrective style of stating of teachers with that of clerks understand the child better cannot see why permanency are such books as those of all necessary It is the duty of psychology had been discovered, by all the means within a perfect system, there would minds of people of observation of particular minds; for, as people value education varieties of mind are equal in number towards making

W. H. Walmsley & Co.

SUCCESSORS TO

R. & J. BECK,
1615 Chestnut St., Phila.Microscopes and all
Accessories and Appa-
ratus, Photogra-
phic Outfits for Ama-
teurs, Spectacles,
Eye-Glasses, Opera
Marine Glasses,
etc., etc.Illustrated Price List
mailed free to any address.
Mention this paper in cor-
responding with us.

A. M.

Faber's Pencils

The Oldest and the Best
Of all Pencils.

PENCILS, RUBBER ERASERS

And School

Supplies of Unequaled Quality.

ALL STATIONERS KEEP THE
FABER GOODS.

Special Samples sent to
Educators.

ADDRESS

EDUCATIONAL DEPARTMENT.

Ferdinand Faber,

NEW YORK CITY.

A. H. ANDREWS & CO.,



MANUFACTURERS OF
THE ONLY
DOVETAILED
SCHOOL DESKS
In the World.

Andrew's Globes
Tellurians, Maps
Charts of all
kinds, Black-
boards, Dustless
Erasers and
Crayons.

JUST PUBLISHED
ANDREWS'



NEW SERIES OF SCHOOL MAPS

A. H. ANDREWS & CO.,

686 Broadway, N. Y. | 196 Wabash Ave., Chicago.
915 Arch St., Phila. | 611 Wash'n St., Boston.



R. M. LAMBIE,
ALL KINDS OF
BOOK
HOLDERS
THE MOST PERFECT
Dictionary Holder.
Send for Illustrated
Catalogue.
186 E. 13th St., N. Y.

THOMAS NELSON & SONS,

42 Bleecker Street, New York,

PUBLISH

"Collier's Histories,"

AND

"World at Home Readers."

Their catalogue will be sent free to any ad-
dress and contains a large proportion of books
suitable for Supplementary Reading.

READERS will confer a favor by men-
tioning THE SCHOOL JOURNAL when
communicating with advertisers.

CROSBY'S VITALIZED PHOSPHITES

Is a Brain and Nerve Food and gives new life and energy to all who are nervous and ex-
hausted. It aids in the bodily and wonderfully in the mental growth of children. The
Emperor Dom Pedro, Bismarck, Gladstone, brain workers, cured their nervous prostra-
tion, and now maintain their bodily and mental vigor by its use. It is a cure of nervous
derangements and debility in old or young. Not a secret, formula on every label. A
vital phosphite, not a laboratory phosphate or soda water absurdity.

66 WEST 25th STREET, N. Y.

For Sale by Druggists, or mail, \$1.00.

6 Barclay St.
12 Vesey St.

E. B. BENJAMIN,

NEW YORK.

Importer and Manufacturer of

SCHOOL AND LABORATORY APPARATUS, PURE CHEMICALS.

Agent for NON-BLISTERING PLATINUM.

A very large stock of first-class Apparatus for sale at lowest rate for best goods. Correspondence
solicited.

JOSEPH GILLOTT'S
STEEL PENS.

GOLD MEDAL, PARIS EXPOSITION, 1878.

SOLD BY ALL DEALERS.

For ARTISTIC USE in fine drawings, Nos. 659 (the celebrated Crowquill), 290 and 291. For
FINE WRITING, Nos. 303, 604, and Ladies', 170. For BROAD WRITING, Nos. 294, 389, and
Stub Point, 549. For GENERAL WRITING, Nos. 404, 332, 390, and 604.

JOSEPH GILLOTT & SONS, 91 John Street, N. Y.

HENRY HOE, Sole Agent.



E. R. STOCKWELL,

MANUFACTURER OF

Badges and Medals for Pupils of
Seminaries and Schools, also Class
Pins, Rings and Bracelets.

19 JOHN STREET, NEW YORK.

Send for Illustrated catalogue.

CHARLES De SILVER & SONS,

No. (G) 1102 Walnut Street, Philadelphia.

PUBLISHERS OF

INTERLINEAR CLASSICS.

"We do admit to spend seven or eight years merely scraping together so much miserable Latin
and Greek as might be learned otherwise easily and delightfully in one year."—MILTON.
Virgil, Caesar, Horace, Cicero, Sallust, Ovid, Juvenal, Livy, Homer's Iliad, Gospel of St. John, and
Xenophon's Anabasis, each to teachers, 1.80.
Clark's Practical and Progressive Latin Grammar: adapted to the Interlinear Series of Classics,
and to all other systems. Price to Teachers, \$1.10.
Sargent's Standard Speakers, Frost's American Speaker, Pincock's School Histories, Lord's School
Histories, Manecoa's French Series, etc.
Sample pages of Interlinears free. Send for terms and new catalogue of all our publications.

Something New for the Youngest.

JUST ISSUED:

YOUNG'S

New Juvenile Speaker,

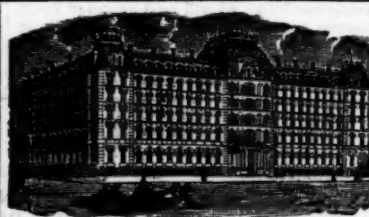
A CHOICE SELECTION ADAPTED
TO THE YOUNGEST SCHOLARS.

COMPILED BY HENRY A. YOUNG.

1 Vol. 16mo. Paper Covers, 20 cents.
Board Covers, 30 cents.Also Now Ready, Our New May-Day
Exercise, entitled

Who Shall Be Queen of May,

BY MARION WAYLAND.

Price, Single Copies, 6 cts. each. Price,
Per Dozen, 60 cts. Address,Henry A. Young & Co.,
55 FRANKLIN ST., BOSTON, MASS.PLEASE mention THE JOURNAL when correspond-
ing with advertisers.NEW ENGLAND CONSERVATORY OF MU-
SIC Boston, Mass.

THE LARGEST and BEST EQUIPPED in the
World—100 instructors, 3,100 Students last year.
Thorough instruction in Vocal and Instrumental Mu-
sic, Organ, Violin, all Orchestral and Band Instru-
ments, Piano and Organ Tuning, Fine Arts, Oratory,
Literature, French, German, and Italian Languages,
English branches, Gymnastics, etc. Tuition, \$5 to \$20
board and room, with Steam Heat and Electric Light,
\$45 to \$75 per term. For Illustrated Calendar, with
full information, address E. TOURJEE, Dir., Franklin
St., BOSTON, Mass.

WANTED.

BUSINESS OPENING. A lively Teacher
or Bookman wish-
ing to connect himself with the School Book
business may address "Publishing House,"
care School Journal, Stating age and amount to
place, with services, if mutually acceptable.

B. F. BROWN & CO.,

BOSTON, MASS.

Highest Award and Only Medal for Shoe Dress-
ing, etc., at Paris Exposition, 1876.

Satin
Polish
Beware of
Imitations.

French
Dressing
None Genuine
Without Paris Medal
on Every Bottle.

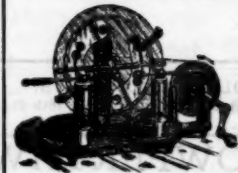
Highest Award New Orleans Exposition Against All
Competitors—A Silver Medal.



OUR readers are urged to examine the advertising columns each week, as interesting
announcements will always be found there. When communicating with advertisers
readers will render a special service to the JOURNAL by mentioning it on such occa-
sions. Some advertisers seem to require this evidence that their announcements meet
the eyes of the particular class they desire to reach. Hence this request.

JAS. W. QUEEN & CO.,
PHILADELPHIA.

Philosophical and
Chemical Apparatus,



Anatomical Models,
Skeletons, etc.
Large stock of
first-class appa-
ratus. Lowest prices
to Schools. Corre-
spondence solicited.
Mention School
JOURNAL.

EIMER & AMEND,

205, 207, 209, and 211 Third Avenue.

NEW YORK.

Importers and Manufacturers of
Chemical Apparatus,

AND

CHEMICALLY PURE CHEMICALS.



Chemists,
Colleges,
Schools and
Laboratories.

Supplied with the best goods at the lowest prices.
Bunsen's Burners and Combustion Fur-
naces, a specialty in manufacture.

NEW PALTZ NORMAL SCHOOL

New term begins February 2, 1887. Tu-
ition and text-books free to Normal Stud-
ents.

Special attention to common school
teachers and graduates of High Schools
and Academies. Address

EUGENE BOUTON, Ph.D., Principal,
New Paltz, Ulster Co., N. Y.

CORNELL UNIVERSITY.

The number of Courses of Instruction given the
present year at Cornell University exceeds 400.
The Non-Technical Courses lead to degrees in
Arts, in Philosophy, in Science, and in Letters.
In all these Courses the work is prescribed dur-
ing the Freshman year, and for the most part
during the Sophomore year; in the Junior year
with the exception of two hours in English Com-
position, and in the Senior year, without excep-
tion, the work is elective.

The Technical Courses lead to degrees in Agri-
culture, Architecture, Chemistry, Civil Engi-
neering, Electrical Engineering, and Mechan-
ical Engineering.

The University makes exclusive use of ten Build-
ings, twelve Laboratories, and ten Museums. Its
Library now consists of more than 62,000 vol-
umes, and the list of Scientific and Literary
journals taken numbers 438.

For advanced work with Seniors and Graduates,
the Seminary methods are adopted.

The Corps of Instruction consists of Ninety Pro-
fessors, Lecturers, and Instructors.

Thirty-six University Scholarships at \$300 each,
and Eight Fellowships of \$400 each are given.
Tuition to these holding State Scholarships, as
well as to students in Agriculture, and to all
Graduate students, is free; to all others it is
\$75 a year.

Examinations for Admission are held June 13th
and September 20th, 1887.

For the University Register and for special infor-
mation, address either the PRESIDENT OF THE
UNIVERSITY, or E. L. WILLIAMS, TREASURER,
ITHACA, N. Y.

PLEASE mention the SCHOOL JOURNAL when corre-
sponding with advertisers.

THE PRANG EDUCATIONAL CO.,

PUBLISHERS AND DEALERS IN
Drawing Books, Drawing Models,
and Artists' Materials.

Prang's American Text-Books on Art Educa-
tion.

ALSO MANUFACTURERS OF
PRANG'S DRAWING MODELS.

TO WHICH SPECIAL ATTENTION IS CALLED.
These MODELS have been specially designed for the
teaching of Form and Drawing in Primary and Gram-
mar Schools. They consist of both Solids and Tablets,
arranged in a carefully graded series, are made with
the greatest regard for accuracy and beauty, and are
furnished at the lowest possible prices. They have
been adopted by the leading cities of the country, and
are absolutely indispensable to the correct teaching
of Form and Drawing in every stage, and especially
at the outset.

For catalogue and particulars, address
THE PRANG EDUCATIONAL CO.,
7 Park Street, Boston, Mass.

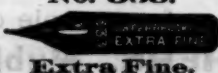
70 Wabash Ave., Chicago.

SOLAR CAMERA

For sale by all stationers.

ESTERBROOK'S STEEL PENS.

No. 333.



Extra Fine.

STANDARD SCHOOL NUMBERS,
333, 444, 128, 105 & 048.

FOR SALE BY ALL STATIONERS.

ESTERBROOK STEEL PEN CO., 26 John St., N. Y.

The School Journal.

ESTABLISHED 1870.

THE SCHOOL JOURNAL. A WEEKLY JOURNAL OF EDUCATION.

AMOS M. KELLOGG, } Editors.
JEROME ALLEN, }

Terms for E. L. KELLOGG & CO.'S Publications.

The School Journal. (Weekly.) \$2.50 a year.
The Teachers' Institute and Practical Teacher.
(Monthly.) \$1.25 a year.
Treasure-Trove and Pupils' Companion. (Monthly.)
Illustrated. \$1.00 a year.

CLUB RATES FOR ONE YEAR TO ONE ADDRESS.
The School Journal and Treasure-Trove, \$3.
The Teachers' Institute and Treasure-Trove, \$1.80

E. L. KELLOGG & CO.,

EDUCATIONAL PUBLISHERS,

25 Clinton Place, (8th St.) N. Y.

J. L. CHARLOUIS, Manager Advertising Department.

WESTERN OFFICE. GEN. EASTERN AGENTS.
E. L. KELLOGG & CO., HENRY A. YOUNG & CO.,
151 Wabash Ave., Chicago, Ill. 55 Franklin St., Boston, Mass.

New York, April 9, 1887.

CONTENTS.

EDITORIAL.

Col. Parker—Measuring by Per Cents.—Facts not
Education—Saloon Influences—A Poor Unfortunate—
Normal Schools..... 239
Our Indians and their Schools..... 240
Uniform Examinations..... 240

EDITORIAL NOTES.

EDUCATIONAL ARTICLES.

A School in Washington. By Wm. M. Giffin..... 241
The Ideal Teacher Open-Minded. By B. A. Hinsdale,
LL.D..... 241
Rulers of Sixty of the Principal Countries of the World.
By Dr. N. B. Webster..... 242

THE SCHOOL-ROOM.

Easy and Inexpensive Experiments..... 242
Elementary Language Work..... 242
Drawing, a Language..... 243
What is Profitable Work for the Primary Schools? By
Anna Johnson..... 243
Lesson on Lines..... 243
Reading—A Personal Experience. By E. L. Cowdick..... 243

SYMPOSIUM ON INTEREST AND PERCENTAGE. (Concluded.)

Interest. By Samuel L. Isbell..... 243
Questions in Percentage. By Clarence Edwards, A.M. 243
Partial Payments. By Supt. Charles Jacobus..... 244
Commission. By Prof. G. O. Shultz..... 244
Limited Percentage or Interest. By J. B. Cummings..... 244

GENERAL EXERCISES.

Memorial Day Exercises, (Concluded.) By Miss F. E.
Brewster..... 245
Life is What we Make It..... 245
Persons and Facts..... 246
Things of To-Day..... 246
Representative Educators of the West..... 246

EDUCATIONAL NOTES.

New York City..... 247
Manual Training in Toledo. By H. W. Compton..... 247

LETTERS.

Questions..... 247

BOOK DEPARTMENT.

New Books..... 248
Literary Notes..... 248
Books Received..... 248

COL. PARKER'S address, in this city last week, was full of upsetting statements. It reminded us of an anecdote of Verdi. When he was putting the finishing touches to "Il Trovatore," he consulted a critic, for whom he had the highest respect, and played for him the "anvil chorus." "Trash!" said the connoisseur. Verdi was pleased. "And of this, and this," he continued, playing. "Rubbish!" replied his friend. The composer embraced his critic in a burst of joy. "What do you mean by this?" he asked. "My dear friend," said Verdi, "I determined not to please great judges like you. In three months, 'Il Trovatore' will be sung, roared, whistled, and barrel-organged all over Italy."

NOBODY can tell that one pupil is educated ninety-eight per cent., and another only fifty per cent. We might as well attempt to mark on a scale of a hundred how much religion a man has as how much education he has. Neither can a child

be forced to get an education. Force may be used to make pupils study, and we admit that good may in the end come of it, as good often comes from other afflictions and trials, but the fact remains—eternal as all other incontrovertible facts—that all healthy growth is natural, and cannot be measured by the rules and applications of percentage. Is there any heresy here?

THE possession of facts is not education. Going through an arithmetic isn't proof of mind-power. Standing ninety-nine per cent in the class doesn't prove success in life. But somebody says: Is not the possession of facts a good thing? Can a child learn an arithmetic without studying it? Isn't it well to do school-work in such a manner as to merit commendation? These questions answer themselves. But they do not touch our proposition. Let us see.

FACTS.—"Columbus discovered America in 1492." "George Washington is called the father of his country." "Albany is the capital of New York." Those, and a thousand others just like them, may be recited, and still the reciter know nothing about what he is saying.

"How came Columbus to want to start on a voyage of discovery?" "How large were the ships in which he sailed?" "Had he a compass?" "How long was he gone?" "How many times did he sail from Spain to America?" "Point out on a map all the places in the New World he visited." Where did he die? "Where is he now buried?" "Spend half an hour in writing all you can think of about Columbus." These will not bring out the whole truth. The question to be answered is: Are our pupils filled with such a desire to know the truth that they study for the love of studying? If it is history: Are they studying history for the love they have of history? If it is arithmetic: Are they studying arithmetic for the love they have of arithmetic? Growth is spontaneous. Hot house culture is short lived. What wells up naturally from the child's inner nature educates him. Unless he can be induced to love history, its study will do very little good. Somehow, some way, by somebody, there must come spontaneous effort, and when it does come, education will come, and not until then will it come.

IF the time has not come when teachers of free schools for teaching human salvation, should openly oppose teachers of other free schools for teaching destruction we do not know where in the history of the world it will come. The very best men of all parties and creeds recently said in a paper sent to Governor Hill of this state:

"There are in New York City about ten thousand liquor saloons, or one for every twenty-three voters. They are a chief source of social and political corruption, and are a constant and threatening peril to good morals and good government."

These ten thousand saloons are, every one of them, centres of outrageous sin. Churches don't shut them up. Temperance pledges are powerless. Public opinion is largely in their favor. Of the members of the legislature from New York City, only three voted for a bill to restrict their number, and only two from Brooklyn.

The question we should like answered is: What, if things go on this way, is this liquor business to come to? Let the fact, that there are tens of thousands of children in Brooklyn and New York more than can be accommodated in school-houses, answer. Something must be done and speedily.

Children will be educated, if not in schools, in streets and saloons. The schools of vice have more apt scholars than the schools of virtue, and saloons have no vacation. Eighteen hours a day they take in scholars and educate them.

THE face of the poor girl, murdered in Rahway two weeks ago, has been seen by ten thousand people, and yet no one knows who she was. This mystery is terrible. True, she is only,—

"One more unfortunate
Gone to her death."

"Who was her father?
Who was her mother?
Had she a sister?
Had she a brother?"

"O, it was pitiful,
Near a whole city full,"

that thus she should come to her end. Hundreds of girls are lost each year; and if not murdered, as this one was, yet just as really, and perhaps more terribly, abandoned to their fate. It is difficult to pull human beings up out of the mire of sin but it is not difficult to prevent them from getting into the slough of despair, if the right means are used early enough.

THE Sun of this city thinks "there is a crying need of a school for teaching men how to carry a folded umbrella," but it sees no need for normal schools, in which there is taught anything more than what will enable teachers to instruct "youngsters their A, B, C's, and correct their sums. The more high-flown their notions of education, the worse common-school teachers they become. In fact, both the boys' and the girls' free colleges have done infinite harm to the ordinary public schools, by assisting in diverting them from the simple and sensible plan upon which they were founded." The Sun says that: "A normal school supported by the state is simply a school for the education of teachers for the elementary school's established by the state. Such teachers need to be strong physically, for the work they are required to do is exhausting; and they must be thoroughly grounded in the rudiments of education, and trained to impart their knowledge to the best purpose. They ought to be well educated, but they do not require a complete university course."

The knowledge necessary in order to become a first-class elementary teacher is very much underestimated by a certain class of public men, most of whose thoughts have been given to politics and business, but have little care concerning educational subjects. To them the axioms of pedagogy are:

1. A teacher need not know much more than she teaches.
2. Imparting knowledge is an important part of keeping school; making pupils mind and get their lessons, the other part.
3. Anybody who can read, and write, can teach the youngest.

They build upon these self-constituted axioms the following assumptions:

1. The state is not bound to educate teachers. What a teacher knows he can teach.
2. There is no science of teaching. It is principally an art and a knack.
3. Normal colleges should be abolished.
4. Physical training is of more value than knowledge, especially of the higher branches, in the preparation of a public school teacher.

These heretical notions are wide-spread. Thousands of otherwise sensible people believe them, and it is a hinderance to educational progress, because they do. They are continually comparing the wages of teachers with that of clerks and house-help, and cannot see why permanency and increased pay is at all necessary. It is the duty of teachers, to endeavor by all the means within their power, to disabuse the minds of people of these ideas; for, only as the people value education, will they encourage efforts towards making teaching a profession.

OUR INDIANS AND THEIR SCHOOLS.

In our recent visit to Washington, we renewed an old acquaintance with Mr. John B. Riley, now U. S. Indian school superintendent, but formerly and for several years a New York state school commissioner. Mr. Riley, both by native endowment and experience, is well fitted for the office he holds. His recent report to the secretary of the interior is just received, and the statements in his report are based upon knowledge obtained from a visit to all Indian schools in this country, under the care of the general government.

We learn with much astonishment that the superintendent of Indian schools has no executive authority, and can not, in any way, direct a system of which he is superintendent. "He must do his work by indirection—by inducing another officer to act upon his suggestions and recommendations." This must be fatal to all effective supervision, and should at once be remedied.

We are rather surprised to find that the superintendent argues that "the boarding school is the very key to the situation. However excellent the day school may be, whatever the qualifications of the teacher, or however superior the facilities for instruction afforded by the building and school apparatus, the civilizing influence of the few short hours spent in the day school is, to a great extent, offset by the habits, scenes, and surroundings at home—if a mere place to eat and live in can be called a home. Only by complete isolation of the Indian child from his savage antecedents can he be satisfactorily educated, and the extra expense attendant thereon is more than compensated by the thoroughness of the work."

If the child could remain permanently isolated from his tribe this course might seem to be the best, but what are educated girls and boys to do when they return to home associations. We may be mistaken, but it seems to us it would be best to establish a good school in the midst of each smaller tribe, and several in larger communities. Nowhere in our country could the principles and practice of industrial education be so admirably applied as in such schools. We must uplift the whole mass out of ignorance—slowly at first, but surely, and permanently.

STEELTON, a town in Pennsylvania, has, in some respects, one of the most unique school systems in existence. The town is a suburb of Harrisburg, being but three miles distant, and contains a population of eight or nine thousand. It owes its importance, almost its existence, to the great Pennsylvania Steel Company, whose extensive works are located there, employing about 8,500 men and a capital of nearly four million dollars. The company recently erected and presented to the town an elegant school building, costing \$170,000. They chose to do this in preference to paying over their surplus earnings to the state, as required by the laws of Pennsylvania. Ample school accommodation being thus provided, all the employees of the company are compelled to send their children to school regularly, under penalty of losing their positions. Any unnecessary absence from school may be reported at the company's office by the teachers, and when a case is so reported, the father of the offending pupil is notified to appear at the office and explain.

JOHN WANAMAKER is building a workingwomen's home in Philadelphia. This he does to help these women. Now, the most important thing for workingwomen to do, is to help themselves. There is a workingwoman's hotel already in operation in New York City, which was started by the capital of shop-girls, which is run by shop-girls, and which accommodates shop-girls. It keeps a roof over the heads of some seventy inmates, and it never asks the working woman to barter her independence for a home. A sturdy, brown-haired American girl of 25 or thereabouts has been the head and front of the undertaking from the start.

There's no difficulty about people helping themselves if they want to. The trouble is, a part of human kind would rather be helped than help—would rather jump on and ride, than either push or pull the cart of human industry.

The list of 525 books for school libraries published recently in the JOURNAL, is now ready in pamphlet form for free distribution. A leading teacher of Brooklyn, N. Y., writes us as follows:

"I wish to thank you for the catalogue of books useful to young people published in the last JOURNAL. It is especially valuable, I think. I have long felt the need of supplying pupils with good reading material, and have urged its importance upon them and their parents. As I have been asked frequently to sug-

gest worthy books, I have compiled lists from my own information. Such a royal number catalogued in the JOURNAL is a special Providence. I have cut out the list for use in the school-room, and shall endeavor to bring it to the notice of fellow-teachers, and all interested in the care of the young." E. G. B.

Do not fail to read the excellent words of Supt. H. W. Compton, of Toledo, O., on manual training in that city. They will be found on page 247.

PROF. G. STANLEY HALL, of Johns Hopkins University, will begin the issue at an early date of a quarterly journal to be entitled the *American Journal of Psychology*. It will contain original, scientific contributions, papers from other journals, and digests and reviews. There can be no doubt as to its scientific character and value.

At the next meeting of the New York State Teachers' Association there will be an exhibit of industrial work collected from the schools of the state. The committee to organize and have charge of this exhibit will be as follows:

Miss K. R. Burns, of the Industrial Education Association, 9 University Place, New York City, will take the chairmanship of the committee, and have special charge of the exhibit of general industrial work. Mr. E. C. Colby, of the Mechanics' Institute, 15 Exchange St., Rochester, N. Y., will have special charge of the exhibit of drawing. Mr. John F. Woodhull, of the State Normal School, New Paltz, N. Y., will have special charge of the exhibit of home-made apparatus for use in teaching the natural sciences.

Contributions to these several departments are invited from all; and further information concerning any line of exhibit can be had by addressing as above the person in charge. Circulars giving full information will soon be issued by the committee.

I RESPECTFULLY invite teachers of penmanship in public schools, or class-teachers to exchange slips of writing from pupils with my classes. Shall be glad to exchange class-slips of those having used pen and ink six months only. This invitation is made solely to stimulate emulation in writing, and to aid in raising its standard in the schools of our good land. Lyman D. Smith, in charge of writing and drawing in the South School District, Hartford, Conn.

WE expect to give a full report of Col. Parker's recent lecture before the Industrial Association of this city.

A GENTLEMAN in the prime of life, in excellent health, a graduate of a state normal school and Yale College, who has made teaching his life business, and for the past thirteen years has been principal of an academy in Massachusetts, sending his graduates forth to Yale and Smith colleges, desires a situation. Please address us.

THE National School of Oratory and Elocution, Philadelphia, will hold a summer term of six weeks in the University Buildings, Ann Arbor, Michigan, from July 5, to August 13, 1887. Those desiring information concerning expenses and advantages, can address John H. Bechtel, Secretary, 1127 Girard Street, Philadelphia.

THE Northwestern Summer School, Col., Francis W. Parker, Principal, will open right after the close of the National Association, July 18, and continue three weeks. Address Col. Parker, Normal Park, Ill., for particulars.

MISS CORA A. FISK, a teacher in the public school of Flushing, has begun suit in the Supreme Court for \$10,000 damages against Charles W. Bardeen, of Syracuse, for alleged libel in articles published in his paper. Mr. Bardeen in turn is suing Wallace Brothers, publishers of the *South Side Observer*, of Rockville Centre, for \$10,000 for alleged libel in articles commenting upon his publication concerning Miss Fisk.

THE question, what the schools should teach, will not be settled until the people understand what an education is. Prof. Thomas Davidson, in the *Forum* takes the ground that:—

"No State or community has a moral right to pay out money for the higher branches of education, such as are taught in our high schools and colleges, while any portion of the population requiring manual training is deprived of it."

In other words, the state has no right to teach one boy how to handle Greek roots and refuse to teach an-

other boy how to handle a hammer. Prof. Davidson believes that the state may and should undertake the whole business of education in every grade. But he holds that, if any community cannot support both high schools and manual training schools, it is bound to give precedence to the latter, on the principle of "the greatest good to the greatest number."

Any method of training is education that educates; no matter what it is. If a boy can be fitted for life by extracting Greek roots, let him pull them out. Practical education that fits a boy to use his hand and eye in a mechanical manner, is stultification, not education. We believe in manual training schools, not apprentice shops. If a boy or a girl learns a trade, and does not at the same time learn to think, he is only fitted to become a slave of somebody, who has brains enough to do the thinking he ought to do.

UNIFORM EXAMINATIONS.

(With special reference to the bill now before the New York legislature.)

Supt. C. W. Wasson, of Lockport, writes us that "among the benefits claimed for the proposed change, the *Albany Argus* says that:

'It will fix one uniform standard in place of one hundred or more, which teachers must now reach. This will elevate the general standard of qualification.'

What is really to be gained by the uniformity? Will the fact of uniformity elevate the standard? But the plan provides that commissioners are to supplement the department examinations by such as they deem necessary; hence the proposed department examinations are not to be complete and sufficient in themselves. How can they, then, elevate the standard? If any elevation of standard follows, would it not be in consequence of ability and energy on the part of the commissioner? Does not the law already grant to the commissioner authority to make the standard entirely adequate to the needs in any locality? Is it intended to advance a standard—set up in the office of state superintendent or elsewhere—beyond such needs?

Under operation of the proposed law, could not a person—just the same as at present—if he desired a certificate, failing to pass the supplemental examination in a county, go to another county and obtain it (at another time), by reason of a less severe and technical requirement? Does the theoretical circumstance imply any error or disrespect? Could it not be assumed that the needs in the second county are not the same, owing to a combination of reasons? If the assumption be granted, what ground remains for "uniformity of examinations?"

However, it seems to be a fact that reasonable attainments in the common English branches are everywhere demanded; hence, there is now, practically, a uniformity over part of the requirements. Will the bill do more than to create the common part of a standard?

Would not the proposed results be substantially attained, and much more easily, by making use of the Regent's examination? Since they occur three times a year, they would offer some advantages; and, being graded, could be used in connection with grades of certificates to teach.

The recognition or non-recognition of a state certificate in another state than where issued, is no more and no less than the same principle when applied in the smaller limits of county or city. You state it fully in this manner: 'The truth is, there are supervising officers, who know no way of showing the brief authority they hold, except by a demand for repeated examinations. Here they can assume autocratic power. From the decisions of their court there is no appeal. This is an assumption of authority entirely at variance with the republicanism of our institutions. It is a species of petty tyranny that should be at once pronounced illegal and oppressive.'

The Draper Bill, measured by that just estimate, does not appear well."

The Draper bill, now before the New York legislature, proposes to make a uniform, minimum standard for admission into the vocation—not profession—of teaching. Professional teachers are now made, in New York, in only two ways:

- a. Graduation from a state normal school.
- b. Receiving a state certificate. This is right and should not be disturbed, for it is state uniformity, and all know what it means.

This bill, if it passes, as in our opinion it ought to, will prevent either too hard or too easy tests for temporary certificates. What is demanded in one county will be the same in all other counties. When a teacher

goes from one commissioner's district to another, with a certificate, the officer to whom it is presented knows exactly what it is worth. As it now is, he does not, unless he is acquainted with the methods and ideas of the commissioner from whom the teacher comes. It is only fair and right that teachers should be relieved from the nuisance of repeated examinations. One of two things ought to be done:

1. Make all commissioner's certificates legally good in all parts of the state, during the time for which they are issued; or,

2. Make the state superintendent the legal officer, able to declare who shall teach, and hold him responsible for the results.

The latter course is the simpler and the better. It is only extending the power that he now holds, for no state certificate or normal school diploma is worth anything until it bears his signature.

That the passage of the Draper bill would mark the commencement of a better educational era in this state cannot be doubted. It would unify and simplify our system to such an extent that teachers would have more respect for themselves, and the world would have more respect for them. We trust that the good sense of the legislature will cause it to become a law this winter; but, if not this winter, certainly sometime in the near future. We are progressing, not retrogressing.

Two obstacles have stood in the way of the unanimous approval of this bill. The first is the unwillingness of local boards of education to relinquish any power they now possess, and the second is the fear of many old teachers, who do not hold normal school diplomas or state certificates, that they would be summoned for re-examination. Reputable boards of education must be brought to respect the opinions of other reputable boards, especially should they honor the diplomas of institutions of acknowledged standing. They are coming to this, and the sooner they get there the better will it be for professional teachers. The fear that the Draper bill will summon before the august educational tribunal of this state all old teachers of acknowledged standing is groundless. This idea has given rise to considerable opposition to the measure, on the part of New York and Brooklyn teachers. We are sorry they have had the notion, for it has created needless opposition to the measure.

A SCHOOL IN WASHINGTON.

BY PRINCIPAL WM. M. GIFFIN, NEWARK, N. J.

We have just returned home after a very pleasant week at the beautiful city of Washington.

It was our privilege to be at the meeting of the National Department of Superintendence. We were much interested in the discussion of such papers as "The Teachers' Certificate," "Civil Service and Public Schools," "The Best System of County and City School Supervision," "Industrial Education in our Public Schools," "The Relation of our Public Schools to the General Government," etc., by such men as were found on the full and interesting program.

To us, however, no day was so pleasantly spent as that which we set apart for visiting the schools of the city.

The first one seen by us was the high school under the able principalship of Prof. Edward A. Paul. We must say we never saw a finer high-school building. And, in all the classes we visited, good work was being done. Not the least of these was the workshop, where some half dozen young men were at work with hammer and saw. We took the opportunity to question some of the young men as to how they enjoyed the work, and were assured there was only one drawback, viz.: the limited amount of time which was given them. We also asked the gentleman in charge about the discipline of this department, and was told by him that some of the most unruly elements in the class rooms were, when in this room, the most docile.

We are reminded here of a boy who was once a pupil of ours, and who could not be interested in grammar; in fact, hated the study. But if our electric bells or telephone got out of order, Frank was the first to go at them and put them to rights. We thought Frank on the road to ruin those days, and had a sort of pity for him. Since he has left school, however, and has obtained employment in an electric factory, and is developing into quite a man, we have begun to think that after all, the rules of syntax are not the only way to fame.

From the high school we went to the Jefferson school, where we heard as good singing as it has ever been our pleasure to hear by school children. The most delightful part of the day, however, was that portion spent

with Prof. H. P. Montgomery (colored) in some of his colored schools. Mr. Montgomery is a live man and knows what he is doing; as, by the way, do the pupils under his charge.

We shall never forget the bright, happy, and in some cases, handsome faces that were before us in many of these classes.

In one class of little fellows, who have never been at school one whole day at a time, was conducted an exercise in geography. When being questioned by the teacher, ready answers were given by the pupils, showing they had had good drill. Not satisfied with this, though, we asked for, and obtained, permission to question. When through with them, we were quite sure that it was not all "words, words, words," with them, but that they had a knowledge of the subject. Here, too, we listened to little stories from the children, which had been read to them, and which they got up and told to us. In another class, older than these, we found the pupils drawing outline maps; and here, also, we were given the class. "What is this the map of?" we ask of one, when we are told that it is the Middle Atlantic States. Another is told to go to the board, and point to Massachusetts; another told to pass to the board and make a mark in the part of the states where the laws are made. Boston was at once put in its right position. "Show where the governor of Maine lives," we say, when Augusta is located for us. (This was quite a contrast to the class we visited a year or two ago. We asked for many definitions, which were answered rightly, among the rest. "What is a capital city?" But, the question, "What do they do there?" was not answered. And when we asked how many had ever seen a capital city, we found none of them had. Now comes the point to the joke. The school was in about as near the center of a capital city as it well could be.)

The number-work shown us by Mr. Montgomery was also very fine, the little fellows having no more trouble in finding one-half, one-third, one-fourth of $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$ than of finding one-half, one-third, one-fourth of 4 books, 9 pencils, 12 hats, etc. We have seen children (?) much older, who could not begin to do as well.

We advise any teachers who visit Washington to call on Mr. M. and see this work for themselves. Before closing, I will mention one exercise that I liked. Mr. M. goes into a class and examines it. He has charge of ninety in all. He is not satisfied with the results. He tells the class so, and asks how many will try to improve on it. All agree. "Well," says he, "when you think you are prepared, your teacher may give you a test, and send the papers to me." This is done. The papers are examined by him; and, if good, he sits down and writes the class a nice letter, thanking them for the papers, and commending them for the marked improvement. These letters, it is plain to see, are highly prized by both the class-teacher and pupils.

We were shown by Mr. Montgomery how he examines the little primary class in geography. No particular amount of work is required of the children; as, in this class of little folks, the study is thrown in for language-work. The exercise was as follows: "Who can tell me some truth in geography?" Up go the hands; pupils are called on; and the definitions for islands, oceans, cities, rivers, capes, etc., follow. When the interest begins to slacken, the examiner says, "Well, I see you do not know any more. I shall go to some other class." "Oh, Mr. Montgomery, wait, wait. I know another." "Well, what is it?" At this a new line of thought is started, and many other facts are found to have been learned. Thus, the teacher has taught much of the subject, without having been held to do any particular amount.

THE IDEAL TEACHER OPEN-MINDED.

BY B. A. HINSDALE, LL.D.

There comes to me an unfilled promise to write for the JOURNAL an article on "The Ideal Teacher." With the promise, comes also the reflection, that the subject is far too wide for effective treatment in a single paper, and that I shall be likely to make a deeper impression by adding the qualifier, "Open-Minded," and so confining myself to a single line of thought.

The mere mechanical teacher always does the same thing in the same way, and without the slightest understanding of why he does the thing so. He knows nothing of the philosophy or history of education. He learns his methods by seeing some one else use them, or from seeing them, or hearing them described and recommended. Some of his methods may be good in themselves, and some of them bad; but he cannot explain the good uses of the first or the badness of the second.

Such teaching rests upon authority, and not upon reason, and follows constantly the track of tradition, routine, and habit. Lacking both intelligence and inspiration, it is the worst kind of teaching.

The mere empirical teacher is guided solely by personal observation and experiment. Within a certain range, he can answer questions and give reasons. He may have studied the mind somewhat, and the studies taught in schools in their relation to the mind; he may have considered what are called, "Educational Volumes;" but his investigations are no broader than his personal field of observation. Evidently empirical teaching is a distinct gain on mechanical teaching; still it falls far short of being what teaching should be, as will appear the moment that the third kind of teaching is defined.

Philosophical teaching flows from a scientific knowledge of education. It embraces: first, a knowledge of the mind, and of minds; secondly, a knowledge of the branches of knowledge—taught; thirdly, a knowledge of the relations of these branches and the mind, considered as the materials or instruments of education; not to mention other matters. Such knowledge as this includes personal experience, but it also includes much of the best that has been thought and said of the science, history, and art of education. Accordingly, the philosophical teacher expands what he has seen and thought into what others have seen and thought; he has converted his own theories and tested his own process by bringing them into contact with the general body of educational doctrine and history. Perhaps it is needless to say, that this is the highest kind of teaching; and that, to lift the teaching of the country nearer and nearer to this level, is the great endeavor of those who are intelligently engaged in the educational work.

The foregoing definitions are absolute. Not often, however, do we find a teacher who answers to any one of these definitions, pure and simple. Perhaps there is no teacher who is a mere machine. Perhaps, also, there is no teacher who has received nothing whatever on authority, or who has wholly passed by, the experience and thinking of others. Once more, there are, relatively, few teachers who are altogether free from mechanism and empiricism; and so are philosophical teachers in the absolute sense. The three classes of elements are commonly mingled; and the best we can do is to classify the teachers with reference to the one element, and that predominates over all others. We use the terms with considerable latitude; for in education, as in many other departments of activity, there is much that is relative and measurable and little that is absolute, and so we are compelled to use a sliding-scale.

Now, when it is said that philosophical teaching is the highest kind of teaching, and such teaching has been defined, the argument for open-mindedness is presented in substance. Still, it will be well to draw the argument out somewhat in detail.

First, however, we must not confound the philosophical teacher with the person simply versed in the philosophy of education. The philosophical teacher is not the theoretical teacher. Teaching consists largely in doing things, and in causing pupils to do them; but this doing, and causing to do should be guided by philosophical knowledge. From this point of view the three kinds of teaching may be thus described; the mechanical teacher is guided by authority and routine; the empirical teacher by personal experience; the philosophical teacher by the best that has been thought and written on education verified by personal experience and thinking. Hence, the philosophical teacher is the practical teacher in the best sense of that much-abused word. Practice is knowledge reduced to use, and the best practice springs from the largest knowledge, other things being equal. Of course a man may be proficient in the science of education and not be a philosophical teacher, or a teacher at all for that matter.

As stated already, philosophical teaching involves, along with other things, a knowledge of the mind, a knowledge of studies, and a knowledge of the relations of these studies to the mind. Now, if these kinds of knowledge do not call for an open mind, what knowledge does? Without entering into the quarrel of the subjective and objective psychologists, it may be said that the so-called "new psychology," with its objective mode of observation and its objective style of stating doctrine, has caused us to understand the child better than we understood him before such books as those of Perez and Rodestock may be mentioned. Moreover, if the last fact of general psychology had been discovered, and put in its place in a perfect system, there would still remain the observation of particular minds; for, as so often said, the varieties of mind are equal in number

to the individuals of the human race. Neither has the last word been said on studies, their educational values, and their relations to the mind. Again, if the last fact in all these lines had been discovered and recorded, and if the last thought had been written down, the teacher would still need open-mindedness for two reasons; that he might acquire what had been thus stored up, and that he might test it, prove it, and make it his own, by his own powers. In such a case, there would be the greater need of mental life on the part of teachers, since a body of knowledge that has ceased to grow tends to immobility. Alertness to the acquisition of knowledge—a quickness of eye for new facts, ideas, and thoughts—is an indispensable quality in the teacher.

It is intimated above that the mechanical teacher may sometimes use good methods; indeed, all his methods, objectively considered, may be good. Why, then, is he not a good teacher? Because all mechanical work is blind and deaf; is destitute of intelligence and inspiration; and is, therefore, benumbing in its effect upon the mind. Children's minds are not like the wheat that a mill grinds to flour, or the limestone that a machine reduces to plaster. The machine tendency does, indeed, belong to our nature, to the mind as well as to the body; habit and routine have their unquestioned place; but the minds of children are not inert or dead; they are always thinking, feeling, or willing; and their proper education calls for a constant inflow from the teacher of the same elements. The merely mechanical teacher can never do this work, because his mind is a closed circle of ideas, habits, and methods.

RULERS OF SIXTY OF THE PRINCIPAL COUNTRIES OF THE WORLD, CORRECTED FOR MARCH, 1887.

BY DR. N. B. WEBSTER.

PRESIDENTS.

Argentine Republic. Dr. Juarez Celman.
Bolivia. G. Pacheco.
Chili. José Manuel Balmaceda.
Colombia. Rafael Nunez.
Costa Rica. Gen. Bernardo Soto.
Ecuador. J. M. P. Caamaño.
France. Francois Paul Jules Grévy.
Guatemala. Don M. S. Barillas.
Haiti. Gen. Salomon.
Honduras. Gen. Luis Bogran.
Liberia. H. W. R. Johnson.
Mexico. Gen. Porfirio Diaz.
Nicaragua. Dr. Don Adan Cardenas.
Orange Free State. Sir John H. Brand.
Paraguay. Gen. Caballero.
Peru. Gen. Carceres.
Salvador. Gen. F. Menendez.
San Domingo. Gen. Ulises Henriaux.
Switzerland. N. Droz.
Transvaal. S. J. Paul Krüger.
United States. Grover Cleveland.
Uruguay. Gen. Maximo Tajes.
Venezuela. A. Guzman Blanco.

KINGS AND ONE QUEEN.

Abyssinia. Johannes II.
Belgium. Leopold II.
Denmark. Christian IX.
Prussia. William I.
Bavaria. Otto I.
Saxony. Albert.
Wurtemberg. Charles.
Greece. George I.
Hawaiian Islands. David Kalakaua.
Italy. Humbert.
Netherlands. William III.
Portugal. Luis I.
Roumania. Charles I.
Servia. Milan Obrenovitch.
Siam. Khulaloukorn I.
Spain. Alfonso XIII. (His mother regent.)
Sweden and Norway. Oscar II.
Great Britain and Ireland. Victoria I.

MISCELLANEOUS TITLES.

Afghanistan. Abdur Rahman Khan (Ameer.)
Beloochistan. Mir Khodadad (Khan.)
Bokhara. Seid Abdul Ahad (Ameer.)
Borneo. Hasim Alana Akamaldin (Sultan.)
Egypt. Mohamed Tewfie (Khedive.)
Japan. Mutsu-Hito (Mikado.)
Morocco. Mulai Hassan (Sultan.)

Nepaul. Surandar Sar Shunishir Jung (Maharaja).
Persia. Nassr-ed-Din (Shah.)
Tunis. Sidi Ali Paasha (Bey.)
Turkey. Abdul Hamid II. (Sultan.)
Canada. Marquis of Lansdowne (Gov. Gen.)
India. Earl of Dufferin (Viceroy.)

EMPERORS AND ONE EMPRESS.

Anam. Chang-Mong.
Austro-Hungary. Francis Joseph I.
Brazil. Dom Pedro II.
China. Kwang Hsi.
Germany. William I.
Russia. Alexander III.
India. Victoria I. (Queen of Great Britain.)

THE SCHOOL-ROOM.

The object of this department is to disseminate good methods by the suggestions of those who practice them. The devices here explained are not always original with the contributors, nor is it necessary they should be.

EASY AND INEXPENSIVE EXPERIMENTS.

Many toys now-a-days are constructed on scientific principles. To obtain these toys, and explain their workings would afford a most interesting means of imparting scientific knowledge to the younger pupils.

Let us see what can be illustrated by the simple pop-gun.



1. Push in the piston, and the volume of air is greatly reduced. Release the piston and it returns to the point of starting. Compression and elasticity of air are here shown. 2. Compression also causes heat. A piece of tinder placed in the gun will be ignited, when the piston is quickly and forcibly pushed in. 3. The disruptive power of compressed air is shown by the bursting of a thin mica plate placed over the end of the gun.



The choral or musical top may be used to illustrate centrifugal action. The air enters holes at the top and is thrown out by centrifugal action through a series of holes at the equator. In passing through the top, reeds are set in vibration which causes a musical sound. There is also another top which illustrates centrifugal action by means of a liquid.

The amusing little toy known as the Cartesian diver illustrates principles in hydrostatics. It consists of a glass tube closed at the bottom and nearly filled with water. Inside is placed a little figure to represent the diver, having a glass bulb attached to its head. The

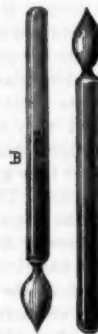


glass bulb has a small hole in the bottom, and is filled partly with water and partly with air, the proportion of air and water being such as just to allow the bulb to float. The top of the tube is closed by a piece of flexible rubber tied over its mouth. The pressure of the fingers upon the rubber communicates pressure through

the water to the air contained by the bulb, causing the air to occupy less space and increasing the weight of the bulb in proportion to the amount of water forced in. As the weight of the bulb increases the diver descends, and when the finger is removed from the elastic cover of the tube, the air regains its normal volume, and the bulb, becoming lighter, rises to the top of the jar. The toy hydrogen balloon and the hot air balloon act in the air in the same manner as the air-filled bulb in the water.



The siphon is a pump in which the water acts as a piston, continually forcing out the air from the tube and allowing the water to enter from the vessel and be discharged. Explain the action of the siphon and then show how it illustrates the projection of water, the raising and forcing of water through pipes.



The water-hammer consists of a vacuum tube, partly filled with water or ether liquid. A sudden downward and upward movement of the tube, when held in the position shown at A, causes the liquid to leave the bottom of the tube as the tube goes down, and strike forcibly on the bottom of the tube as the tube moves up. The liquid meets with no resistance, and in striking produces a sharp metallic clink, which sounds like the breaking of glass. Many of the children have heard the sharp, clicking sound in the pipes of a steam heating apparatus, as if the pipes were bursting. The steam by condensation produces a vacuum, into which the water rushes with great rapidity, meeting with no resistance it strikes the end of the tube with great force.

ELEMENTARY LANGUAGE WORK.

Brief report of lecture, by Mr. John Mickleborough, Brooklyn.

The way to approach the subject of language-teaching with little children is to engage them in free conversations about objects, or events in which they take a strong natural interest. Toys and pictures furnish the best topics.

As an almost invariable rule, the answers to questions should be given in complete sentences, as only by this means can sufficient practice be induced in the agreement of verbs, the use of idioms, etc.

In order that this whole-sentence practice may avail the most, all errors that cannot be avoided should be corrected. When practicable, corrections should be made by classmates.

In written work the perfect sentence-form should be taught from the first. This, of course demands attention to the capital letter at the beginning, and the punctuation mark at the close. The use of capitals should also be required in the case of the pronoun *I*, of proper names, etc. Practice in accurately copying the sentences of the reading lesson is of great value.

Objects are used in language-work as stimulants to thought and its expression, not for an exhaustive study of their own parts, properties, and uses. There is a difference between an object-lesson and a language-lesson on an object.

Keep incorrect forms of speech out of the child's sight and hearing as much as possible. Never allow a pupil

to repeat an incorrect sentence. Never place one on the board. Practice continually correct forms, and let the incorrect die out for want of use.

The object of language-teaching is the cultivation of power to speak and write the mother tongue with facility and accuracy. To build up this power we must be careful that clearness of perception precedes all attempts at expression. Give the child something to think about that comes within his powers of discussion, and then encourage him to talk about it. Do not train him to listen, to recollect, and to repeat, but to observe, to think, and to express.

Before we attempt to teach any subject, we should possess a knowledge of the subject taught, of the mind to be educated, and of the science of education. We should possess, moreover, skill in methods of instruction and tact in managing.

DRAWING, A LANGUAGE.

Here we have a basket of apples. Make the upper curve of the basket first from right to left, or from left to right. Make another line under and then bits of diagonal lines. To get a sharp, fine line, break the crayon square off and use the sharp edge. Now draw the left side downward and under. Do not get the basket too deep. Now the right side with opposite curve. Make the handle, 4, upward and



over to 3, a double line with touches as before. Put in the splints or wicker work, first the middle lines vertical, then the left side, then the right. The apples are parts of circles. Color the upper side of each with yellow or red and leave the under side shaded by the blackboard. You cannot shade with white, hence the work must be reversed on the blackboard, that is, brighten with white and leave the shade. It is not always worth while, however, to carry out this process of reversion, but the apples will look better so shaded. Do not try to weave the splints over and under but let the lines cross. Make ground by moving the crayon back and forth flatwise.

PROF. W. N. HULL.

WHAT IS PROFITABLE WORK FOR THE PRIMARY SCHOOLS?

BY ANNA JOHNSON.

Teachers who have more than one grade to teach find the need of quiet, busy work, which shall be useful, practical, and entertaining. They want work that will so occupy the mind that there will be no disposition to play, to be indolent, or troublesome. The following contains some suggestions:

Cut from the daily, weekly, monthly papers, and old magazines, suitable notices and advertisements that contain useful words for spelling. To make durable, paste them upon cards, or stiff card-board, and distribute to the children to copy. Suitable advertising cards may also be used. Bill-heads of different kinds of business may be collected for copying; thus business forms are learned, together with spelling and penmanship. Correct forms of notes, bills, receipts, and letters, when not obtainable in print, may be written upon smooth card-board. Little items of information may often be culled from papers and old magazines. These may also be pasted upon card-board for copying. Bits of poetry, "Golden Thoughts" from the JOURNAL, and wise sayings of great men may be used in the same way.

Outline drawings, so simple that children could copy, are often found in papers. These the children could copy, and write simple sentences about the drawings.

The children may write lists of actions that are being performed around them; as, John is reading, Mary is cleaning her slate, My teacher is walking, &c. They may also write lists of objects in the room, naming to what kingdom they belong, of what material made, of what use as a whole, or as to their parts.

Furnish rules and let the children measure slates, desks, and books; and, if able to multiply, they can find the square contents of each. They may draw lines a certain number of inches, also squares, and divide into smaller squares, triangles, rhombs, &c.

Get many varieties of leaves, trace the shapes on card-board, cut out and draw in veins. Write names of leaves and their parts upon the traced leaves, and give

to children to trace on slates or paper; draw veins, and write the names as in copy. In this way all the parts of the leaf may be learned, also the names of the principal trees, as well as garden and house plants.

This employment will keep them quietly busy and be pleasantly instructive. The doing impresses the memory better than anything else.

LESSON ON LINES.

Have slates and pencils distributed. Attention at the board. Draw a vertical straight line upon the board. "What have I drawn?" "A line." "What kind of line?" "A straight line." "In what position?" "Up and down." "When it is drawn up and down it is said to be vertical. Make ten vertical straight lines upon your slates." Teacher draws another line upon the board. "What have I drawn?" "A line." "What kind of line?" "Straight." "In what position?" "Right and left." We call that horizontal. Draw ten horizontal straight lines upon your slates." Teacher draws a straight oblique line; a crooked line; a curved line in horizontal position; a curved line in vertical position; parallel lines in horizontal position; parallel lines in vertical position; diverging lines. Then question and let the lines be made on the slates as before. Erase the copy, and let the children draw the lines unaided. Have slates collected. Then let the children tell you of horizontal lines in the room, as, the top of the door, the bottom of the door, the edges of the desks. Vertical lines,—the sides of the door and windows. Curved lines,—edges of cup or pitcher, stovepipe, steampipes, etc. Parallel lines,—opposite sides of door and windows.

W. WOODER.

READING—A PERSONAL EXPERIENCE.

BY E. L. COWDRICK, YATES CENTER, KANSAS.

I once visited a school where the manner of reading by pupils using the fourth and fifth readers, struck me as being particularly good. They seemed to understand and appreciate the meaning of what they read. Their modulation was excellent—force, accent, inflection, and pronunciation the same. It seemed as if they had been trained, and trained well; but that "appearances are deceitful" was never more thoroughly exemplified than there; for, a little more than a year from that time, I took charge of the same school. I thought that here, at least, I would find no work to do in the breaking up of bad habits, and the forming of good ones; but how great was my disappointment, when, instead of good, I found poor readers—the most wretched, in fact, I had ever met. They stumbled, they hesitated, they skipped the hard words, they ran over pauses at lightning speed, they halted at a comma long enough for a period, and at a period long enough for lunch; they read in a monotone, they read in a *polytone*; they read too high, they read too low, too loud, too soft, too fast, too slow; they let their voices fall where they should have risen, and soared high in the air where they should have used the falling inflection. They read comedy as though it were tragedy, but rattled off a dirge as though it were "Mother Goose."

I felt a strong temptation to have one and all begin with the primer and first reader. But as that was out of the question, I did the next best thing. I tried to make good readers of them, using the best text-books I found in their hands. After some months of faithful work, the inflections of "Old woman, old woman, old woman, said I; Oh, whither, oh, whither, oh, whither so high?" and "Earth to earth and dust to dust," did not exchange places so often as when the work was begun.

I began by assigning very short lessons, which I required to be read at the time of recitation, by each pupil. Each day I explained very carefully the meaning of what was to be read the next day, encouraging pupils to ask questions about difficult points, and to seek information concerning the subject matter of the lesson, and ended by reading the lesson to them at least once, sometimes two and even three times, in order to give them an idea of how it was to be read. In short, I aroused their interest in the next day's lesson before I dismissed the class, and after each recitation I stimulated them by careful praise, and strengthened them by yet more careful criticism. As soon as sufficient improvement was made, I had them read to the class selections of their own choosing, at first short, then increasing in length with the proficiency of the pupils. In almost all cases the selections were well chosen, and

much better read than were the regular lessons. So, finally, I confined the reading exercise almost wholly to this supplementary work, and the improvement was more marked in proportion as I did so. When they were through reading their selections, we discussed the leading points, accuracies or inaccuracies of statements, forms of expression, &c., &c. Toward the close of the term I frequently gave them selections of my own choosing, allowing them no previous opportunities for study, and found this a splendid test for them, as it taught them self-reliance and quickness of apprehension; and it also encouraged them to new effort, besides strengthening them in many ways. I also drilled them in writing compositions in connection with reading. This gave them facility in expression, and was an aid in the understanding of the thoughts of others. I induced them to provide themselves with popular dictionaries, which contained all the words in common use, giving the most obvious meaning. Those little, cheap books did more real good in this instance than an unabridged dictionary would have done.

Now for the results. When the school closed, the great majority of those pupils could take up any newspaper and read so as to be understood by those around them. They could read intelligently, and could give a connected account of what they had read. In reading aloud, they would make no more mistakes than are made by nine out of ten persons, when an article is read for the first time by them. Moreover, they had acquired such an interest in the subject, that they enjoyed reading the books and newspapers which fell within their reach. They realized that reading was something more than the mere calling of words one after another. I did not attempt to teach them elocution; but, simply, to read in an easy, natural manner—as though they were talking instead of reading. Perhaps I should say that the teacher who preceded me had drilled them on a few selections, for the purpose of "showing off," and that the real subject was not touched at all while he had charge of the school.

SYMPOSIUM ON INTEREST AND PERCENTAGE.

(CONCLUDED).

INTEREST.

BY SAMUEL L. ISBELL, HICKMAN, KY.

Assuming that the scholar is familiar with the ordinary definitions and principles as laid down in any standard text-book, and stating only that percentage is a process in which the computations are made upon the basis of 100; that the base is represented by 100%, and that the reasoning is that employed in analysis, i. e., from one to many and many to one, as occasion demands, we will pass to the application of the ordinary cases in percentage to the solution of problems in interest.

Problem.—What is the interest on \$600 for 5 years, 7 months, and 12 days, at 6%?

Consider a year as unity or one, then 1 divided by 12 gives .083333 as the value of a month, and .083333 divided by 30 gives .002777 as the value of a day. We now proceed to find the rate for the whole time according to the above values.

$$\begin{aligned} 5 \text{ yrs.} \times 6\% &= 30\% \\ 7 \text{ mos.} \times 6\% \times .083333 &= 8.49998\% \\ 12 \text{ days.} \times 6\% \times .002777 &= .199944\% \\ &= 38.69993\% \text{ for whole time.} \\ 100\% &= \$600. \\ 1\% &= \$6. \\ 38.69993\% &= \$202.199880. \end{aligned}$$

One of the objections to this method is the large number of decimal places occurring, but the labor of multiplication and addition may be greatly lessened, and the process abbreviated to a considerable extent by the employment of Oughtred's method for abbreviating multiplication.

QUESTIONS IN PERCENTAGE.

BY CLARENCE EDWARDS, A.M., WOODSBURG, N. Y.

The general principles of percentage may best be taught by oral exercises, the teacher mingling questions involving the different operations. I therefore submit, as suggesting a good method of procedure, the following questions:—

1. If you buy a ball for \$1.00, and sell it for \$1.12, how many cents do you gain? How many hundredths of what you spent? Another name for hundredths is per

cent.; then how many per cent. of the cost of the ball do you gain?

2. If you buy a hat for \$1.00, and sell it so as to gain 20%, how much do you gain? If you pay \$2.00 for the hat, what is the gain? How much do you get for the hat?

3. If you buy a dog for \$1.00, and sell him for \$1.25, how many cents do you gain? How many per cent. of the cost do you gain?

4. If you pay \$5.00 for a hat, and get for it \$5.80, how many cents do you gain? How many cents for \$1.00 spent? How many per cent.

5. If you sell a horse for me, and I agree to give you 5% of the price obtained, how much must you get for the horse to make 5 cents? To make 10 cents? To make 20 cents? To make \$1.00? To make \$5.40?

6. If you are gaining 30% of the cost of your goods, what did you pay for a yard of cloth that you sell for \$1.30? If you pay \$5.00 per yard, how many times must you get \$1.30? If you get \$6.50, or 5 times \$1.30, how much did you pay? Every time you pay a dollar, what must you receive? Every time you receive \$1.30, what did you pay?

PARTIAL PAYMENTS.

BY SUPT. CHARLES JACOBUS, NEW BRUNSWICK, N. J.

I herewith present my system for perfectly uniform class-work in partial payments. In the first place, Rule on the black-board as below (I.), which scholars are required to reproduce on paper, note-size being large enough.

I.

	I. Prin.		
	I. Int.		
	I. Am't		
	I. Pay't		
	II. Prin.		
	II. Int.		
	II. Am't		
	II. Pay't		
	III. Prin.		
	III. Int.		
	III. Amt.		
	III. Pay't		
	IV. Prin.		
	IV. Int.		
	IV. Am't		
	IV. Pay't		
Balance due.			

This is a good exercise in itself, and should be done with neatness and accuracy. Then, suppose we have an example in partial payments that reads as follows:

\$1,298.48
100

New Brunswick, N. J.
March 10, 1872.

Three years after date for value received, I promise to pay James Orr, or order, twelve hundred and ninety eight and forty-eight one-hundredths dollars, without defalcation or discount, with interest.

THOMAS PHILIPS.

This note has the following endorsements:—

Received Sept. 28, 1875, \$300.
" April 24, 1877, 400.
" June 28, 1879, 100.
" May 30, 1880, 400.
" July 15, 1882, 400.

Question.—How much remains unpaid at the date of last payment? We are now ready for filling in the ruled paper with the example. In the left hand upper corner (See II.), the dates are subtracted. Just beneath the difference in time obtained, the interest on one dollar is calculated, by what is known as the "six per cent. method." Then between that and the ruling, the interest is reckoned, i. e., the multiplication is performed, and placed in the place for it in the ruling. It is then added to the principal, and the payment subtracted, forming a new principal, marked "II. Prin."

(Note.—The scholar may beshown the working of one example, and should learn the reason for not subtracting payments, when not equal to the interest due when payments are made.)

II.

DATES.	1298.48	I. Prin.	1298.48
1875-9-28	.213	I. Int.	276.58
1872-3-10			
3-6-18	3895.44		
.18	1298.48	I. Am't	1575.06
.03	2596.96	I. Pay't	300.00
.008	276.57624		
.213			
1877-4-24	1275.06	II. Prin.	1275.06
1875-9-28	.094	II. Int.	120.28
1-6-26	4250.2		
.06	5100.24	II. Am't	1395.34
.03	11475.54	II. Pay't	400.00
.004	12028.066		
.094			
1880-5-30	995.34	III. Prin.	995.34
1877-4-24	.186	III. Int.	185.13
3-1-6	5972.04		
.18	7962.72	III. Amt.	1180.47
.005	9953.4	III. Pay't	500.00
.001	18513.324		
.186			
1882-7-25	680.47	IV. Prin.	680.47
1880-5-30	.129	IV. Int.	87.89
2-1-25	1134.1		
.12	6124.23	IV. Am't	768.36
.005	13609.4	IV. Pay't	400.00
.004	6804.7		
.129	8789.404		
Amount due, July 25, 1882.			368.36

In case any payment does not equal or exceed the interest then due, the payments are united as in III. part of example. The making of an example and the solution of the same by the whole class working together, leads very soon to thorough work, and generally creates much interest in the subject.

COMMISSION.

BY PROF. G. C. SHUTTS, POTSDAM, N. Y.

The pupil has but to learn the nature of the business, and he will discover that he already understands all the problems involved in commission. He must understand, first, *buying* and *selling*; second, that the agent has a fractional part for his labor; third, and most important, that it is a fractional part of the value of that which he buys or sells, or of the money that represents his labor for his employer.

Begin commission by giving such examples as these: An agent sold goods for \$252 and received $\frac{1}{4}$ for his labor; \$252 represents the money used for his employer, hence $\frac{1}{4}$. $252 = \frac{1}{4}$, $\frac{1}{4} = 252 + 21 = 273$, $\frac{1}{4} = 2$ times $13 = 24$. An agent had \$378 sent him to buy goods with, taking first $\frac{1}{4}$ for his labor, as: $\frac{1}{4}$ = the money used for the employer, or the money he buys goods with, the \$378 must be $\frac{1}{4} + \frac{1}{4} = \frac{1}{2}$. Since $378 = \frac{1}{2}$, $\frac{1}{2} = 378 + 18 = 396$, agent's commission. $\frac{1}{4}$, or the cost of the goods, $= 17 \times 21 = 357$.

As soon as pupils can solve the problems readily, when commission is any fractional part, give problems using hundredths, and later give term *per cent.*

An agent sold goods to the amount of \$365 and received 5% commission, find commission. \$365 is selling price, hence, $\frac{1}{20}$ or 1%. $\frac{1}{20}$ or $1\% = 365 + 100 = 365$. $5\% = 5$ times $365 = 1825$. The money received by employer $= 95\% = 95$ times 365 , or $3467.5 = 18.25$.

An agent received \$986 with which to buy goods after deducting a commission of 5%. \$986 = money paid for goods and commission, hence, $= 100\% + 5\% = 105\%$. Since $986 = 105\%$, $1\% = 986 + 105 = 93.39$. $100\% = 100 \times 93.39 = 9339$. $5\% = 5 \times 93.39 = 466.95$.

No distinction should be made in these two classes of examples or the student will get some arbitrary way of determining the process, as for instance, one method for buying, another for selling. Accustom him to note how many hundredths he has given, and by analysis to find what is required.

LIMITED PERCENTAGE, OR INTEREST.

BY J. B. CUMMINGS, TROY, TENN.

In limited percentage five quantities are considered: Principal, or Base; Interest, or Percentage; Rate, Amount, and Time.

Any three being known, the others may be found. The following symbols are used for the above terms:—P.=Principal, I.=Interest, R.=Rate, A.=Amount, and T.=Time.

Under this subject, there are five classes of problems of practical importance, giving rise to the five following cases:

Case I. P. R. T. given to find I. and A.

" II. P. I. T. " " R.

" III. P. I. R. " " T.

" IV. T. R. I. " " P.

" V. A. R. T. " " P.

Case I.

Find interest on \$800 for 2 yrs., 3 mos., 20 da., at 9%.

1. 2 yrs., 3 mos., 20 da. = 830 da., or $\frac{830}{365}$ yrs.

2. Interest for $\frac{830}{365}$ yrs. = 9%.

3. " " $\frac{830}{365}$ yrs. = $\frac{830}{365} \times 9\% = \frac{1}{4}\%$.

4. " " $\frac{830}{365}$ yrs. = $830 \times \frac{1}{4}\% = \frac{1}{4}\%$.

5. $100\% = \$800$.

6. $1\% = \$8$.

7. $\frac{1}{4}\% = \$2$.

8. $\frac{1}{4}\% = 83 \times \$2 = \$116$.

Case II.

At what rate per cent. will \$600 produce \$60 interest in 1 year, 8 months?

1. 1 yr., 8 mos. = $\frac{20}{3}$ yrs.

2. $\$600 = 100\%$. (Pr. 1 and 2.)*

3. $\$1 = \frac{1}{600} \times 100\% = \frac{1}{6}\%$. (Pr. 3.)

4. $\$60 = 60 \times \frac{1}{6}\% = 10\%$. (")

5. $\frac{20}{3}$ yrs. = 10% . (Pr. 5.)

6. $\frac{1}{3}$ yrs. = $\frac{1}{3} \times 10\% = \frac{10}{3}\%$. (Pr. 3.)

7. $\frac{10}{3}\%$ yrs. = $12 \times \frac{10}{3}\% = 40\%$ Rate. (Pr. 3.)

Case III.

In what time will \$960 produce \$120 interest at 10%?

1. $\$960 = 100\%$.

2. $\$1 = \frac{1}{960} \times 100\% = \frac{1}{96}\%$.

3. $\$120 = 120 \times \frac{1}{96}\% = \frac{5}{4}\%$.

4. $10\% = 1$ yr.

5. $1\% = \frac{1}{10}$ yr.

6. $\frac{5}{4}\% = \frac{5}{4} \times \frac{1}{10}$ yr.

7. $\frac{5}{4}\% = 25 \times \frac{1}{4} \times \frac{1}{10}$ yr. = $1\frac{1}{4}$ yrs. = 1 yr., 3 mo.

Case IV.

What principal will produce \$75 interest in 2 years, 8 months, at 6%?

1. $100\% = \text{Prin.}$

2. 2 yrs. 8 mos. = $\frac{10}{3}$ yrs.

3. Int. for $\frac{10}{3}$ yr. = 6%.

4. " " $\frac{10}{3}$ yr. = $\frac{1}{3}\%$.

5. " " $\frac{10}{3}$ yr. = $27 \times \frac{1}{3}\% = 9\%$.

6. $\frac{1}{3}\% = \$75$. (Prin. 5.)

7. $\frac{1}{3}\% = \frac{1}{3} \times \$75 = \$25$.

8. $1\% = 2 \times \$25 = \50 .

9. $100\% (\text{Prin.}) = 100 \times \$50 = \$5000$.

Case V.

What principal in 3 years, 4 months, will amount to \$1,260 at 6%.

1. $100\% = \text{Prin.}$

2. 3 yrs., 4 mo., = $\frac{13}{3}$ yrs. = $\frac{13}{3}$ yrs.

3. $\frac{13}{3}$ yrs. = 6%.

4. $\frac{1}{3}$ yr. = 1%.

5. $\frac{13}{3}$ yr. = 20%.

6. $100\% + 20\% = \text{am't}$, but the am't = \$1,260.

7. $120\% = \$1,260$ (by Pr. 5.)

8. $1\% = \frac{1}{120} \times \$1,260 = \$10.50$.

9. $100\% = 100 \times \$10.50 = \$1,050$, principal.

The advantages of the "100% method" are:

1. It causes pupils to arrange their work systematically.
2. It gives one logical system for the solution of every problem in percentage.
3. It develops the reasoning powers of the pupil.

* For principles referred to, see last week's JOURNAL.

GENERAL EXERCISES.

MEMORIAL-DAY EXERCISE.

MAY 30.

BY MISS F. E. BREWSTER.

(CONTINUED.)

"There is deep down in the hearts of the American people a strong and abiding love of our country which no surface storms of passion can ever shake."

JAMES A. GARFIELD.

"Heroes did not make our liberties, they but reflected and illustrated them."

JAMES A. GARFIELD.

Thirteenth Pupil. In the national museum at Washington, there is a pike that belonged to John Brown, and the rifle taken from Jefferson Davis when he was captured. They are labeled: "The beginning and end of the war."

Fourteenth Pupil. In order to prevent any further raids upon Washington from the western part of Virginia, Sheridan so devastated the valley there in 1864 that it was said that, "If a crow wants to fly down the Shenandoah, he must carry his provisions with him."

Fifteenth Pupil. "I beg to present the nation, as a Christmas gift, the city of Savannah, one hundred and fifty cannon and twenty thousand bales of cotton." Gen. Sherman's message to President Lincoln, after his famous march to the sea, Dec., 1864.

Sixteenth Pupil. At the battle of Bull Run, when a part of the Confederates were flying, General Thomas Jonathan Jackson was pointed out by General Bee, who exclaimed, "There stands Jackson like a stone wall," (or, as one version has it, "Here is Jackson standing like a stone wall.") From that time," says Draper, "the name he received in a baptism of fire displaced that he had received in a baptism of water, and he was known as 'Stonewall Jackson.'"

Seventeenth Pupil. Stonewall Jackson was a devout Christian, and was often found at prayer in his tent. His old body-servant often said he could tell when a battle was at hand, by seeing the general get up a great many times in the night to pray. He would also lie on his back and read his Bible while his troops were getting ready for battle, and even while giving command, at intervals.

Eighteenth Pupil. He was wounded in the battle of Chancellorsville, May, 1863; while riding back to camp in the evening, being fired upon by his own men, who mistook his escort for Federal cavalry. When his sorrowing wife informed him that his chances for recovery were very doubtful, Gen. Jackson said, "It will be infinite gain to be translated to heaven." Among his last words were these, "If I die it will be best, if I live it will be best. God knows and directs all things for the best." He was lying on a buffalo robe in his tent when he died, and the first Confederate flag ever made in accordance with the act of adoption passed by Congress, was used as his winding sheet.

RECITATION.

Nineteenth Pupil. "Barbara Frietchie," by J. G. Whittier.

SONG.—Battle Hymn of the Republic. (Tune,—“John Brown.”)

Twentieth Pupil. The words of Grant, our Great Peacemaker:

"No cheering. They are our comrades now."

"Let us have peace."

"The one thing I never want to see is a military parade. I take no interest in armies. I have always advocated peace, though educated a soldier."

"I have witnessed since my sickness just what I wished to see ever since the war—harmony and good feeling between the sections."

At the centennial celebration at Lexington, April 19, 1875, one of the heroes of the war, Gen. W. F. Bartlett of the 49th Mass. Vol. delivered a powerful speech, destined to call forth much comment and praise. Into it the spirit of reconciliation was infused beyond any attempt up to that time. The determined soldier spoke words of gentlest peace, and his fighting was crowned by his forgiving.

Extract from Gen. Bartlett's speech at Lexington: "As an American I am as proud of the men who charged so bravely with Pickett's division on our lines at Gettysburg, as I am of the men who so bravely met and repulsed them there. Men cannot always choose the right course; but when, having chosen that which conscience dictates, they are ready to die for it, if they justify not their course, they at least ennoble them."

selves. And men who, for conscience sake, fought against their government at Gettysburg, ought easily to be forgiven by the sons of men who, for conscience sake, fought against their government at Lexington and Bunker Hill. As Massachusetts was first in war, so let her be first in peace, and she shall forever be first in the hearts of her countrymen."

Twenty-First Pupil. "The Blue and the Gray." By F. M. Finch.

SONG.—"The Nation's Dead." (Tune, Robin Adair.)

Once more with solemn tread,
'Neath shady bowers;
Over the nation's dead
We strew fresh flowers.
They who have fought so well,
Who for their country fell,
Warm in our hearts will dwell
While life shall last.

No more those manly forms
Their vigils keep.
No more shall war's alarms
Rouse them from sleep.
They were the true and tried
The nation's boast and pride,
Brave men who've fought and died
That we might live.

To Him be all the praise
Whose promise bright,
Through dark and devious ways
Leads us aright.
Oh, Thou who knowest all,
Who notes the sparrow's fall,
Hear Thou our humble call;
Bless us this day.

RECITATION.—Abraham Lincoln, "Father of Emancipation."

Twenty-Second Pupil.

"O worthy agent of the Lord,
Worthy to plan and write the word
That struck the chains from human hands;
From human souls removed the bands.
Thy life, the price of thy great deed,
Was yielded as a sacred meed;
And, by the cycle's closing sun,
We write thy name with Washington!
Embalmed in hearts of patriots bold,
No time can make thy memory old;
Forever on the page of fame,
Stands Washington's with Lincoln's name."

RECITATION.

Twenty-Third Pupil. "Death of Lincoln,"—by W. C. Bryant.

Twenty-Fourth Pupil. Extracts from Abraham Lincoln's speech at the dedication of the national cemetery at Gettysburg, Pa., Nov. 19, 1863.

Twenty-Fifth Pupil.

"How sleep the brave who sink to rest,
By all their country's wishes blest!
When spring, with dewy fingers cold,
Returns to deck their hallowed mould,
She there shall dress a sweeter sod,
Than Fancy's feet have ever trod.
By fairy hands their knell is rung,
By forms unseen their dirge is sung;
There Honor comes, a pilgrim grey,
To bless the turf that wraps their clay;
And Freedom shall awhile repair
To dwell a weeping hermit there."

RECITATION.

Twenty-Sixth Pupil. "In Memoriam,"—by J. W. Carhart, D. D.

(The fallen brave of the 49th Mass.)
"Sleep, ye fallen, sweetly sleep,
Your work was nobly done;
Your names are written with the brave,
Who fadeless laurels won.
Ye saw the vaunting foe advance,
With banners floating high—
Ye struck for freedom and the right,
Resolved to win or die.

Sleep, ye gallant fallen, sleep
Where winds your requiems sigh;
Your memory lives in many a heart,
And moistens many an eye.

No monuments of marble mark
Your places of repose;
Ye sleep where southern violets bloom,
Or tangled sea-weed grows.

Sleep, ye sons of Freedom, sleep
Where bugles never sound;
Nor clash of steel, nor cannon's boom,
Disturb your rest profound!
The glorious flag of fadeless hues,
'Neath which ye fought and fell,
Shall ever proudly wave on high,
And of your valor tell."

SONG.—Memorial Hymn. "Cover them over with Beautiful Flowers,"—by E. F. Stewart.

1.

Cover them over with beautiful flowers,
Deck them with garlands, those brothers of ours,
Lying so silent by night and by day,
Sleeping the years of their manhood away.
Give them the meed they have won in the past;
Give them the honors their future forecast,
Give them the chaplets they won in the strife;
Give them the laurels they lost with their life.

(Chorus to 1st, 2nd and 3rd stanzas.)

Cover them over, yes, cover them over,
Parent and husband, brother and lover;
Crown in your hearts those dead heroes of ours,
Cover them over with beautiful flowers.

2.

Cover the hearts that have beaten so high,
Beaten with hopes that were doomed but to die.
Hearts that have burned in the heat of the fray;
Hearts that have yearned for the homes far away.
Once they were glowing with friendship and love,
Now their great souls have gone soaring above;
Bravely their blood to the nation they gave,
Then in her bosom they found them a grave.

3.

Cover the thousands who sleep far away,
Sleep where their friends cannot find them to-day;
They who in mountain, and hillside, and dell,
Rest where they wearied and lie where they fell.
Sadly the grass-blades creep round their repose;
Sweetly above them the wild floweret blows;
Zephyrs of freedom fly gently o'erhead,
Whispering prayers for the patriot dead.

4.

When the long years have rolled slowly away,
E'en to the dawn of earth's funeral day;
When, at the angel's loud trumpet and tread,
Rise up the faces and forms of the dead;
When the great world its last judgment awaits;
When the blue sky shall fling open its gates,
And our long columns march silently through,
Past the Great Captain for final review,—

(Chorus to 4th stanza.)

Blessings for garlands shall cover them over,—
Parent and husband, brother and lover;
God will reward those dead heroes of ours,
Cover them over with beautiful flowers.

NOTE.—The words of the poems "Sheridan's Ride," "Barbara Frietchie," "The Blue and the Gray," and of the "Battle Hymn of the Republic," may all be found in "Bryant's Library of Poetry and Song." The music of the last Memorial Hymn is published by Oliver Ditson & Co., Boston, Mass.

LIFE IS WHAT WE MAKE IT.

Let's oftener talk of noble deeds,
And rarer of the bad days.
And sing about our happy ones.
And none about the sad days.
We were not made to fret and sigh,
And when grief sleeps to wake it;
Bright happiness is standing by—
This life is what we make it.

Then here's to those whose loving hearts
Shed light and joy about them!
Thanks be to them for countless gems
We ne'er had known without them.
Oh! this should be a happy world,
To all who may partake it;
The fault's our own if it is not—
This world's what we make it.

PERSONS AND FACTS.

D. P. Lindsley, of Philadelphia, has perfected a new style of shorthand. One great advantage of the improvements he has made on the old, is the adaptability of the system to schools.

Arbor Day was observed April 2 in Kentucky.

The St. Louis Pedagogical Society tendered Dr. Richard Edwards, state superintendent of public instruction of Illinois, a brilliant reception, February 19.

The National Department of Foreign Work, W. C. T. U., publishes one-half million tracts to help create a sentiment among foreigners in favor of total abstinence.

Harvard College has a fund of \$3,190,772, and an income of \$285,060 per year.

Egypt has a college that was 900 years old when Oxford was founded, and in which 10,000 students are now being educated, who will some day go forth to spread the Moslem faith.

A gentleman in Worcester, Mass., has given one million dollars to found a university in that city. Hon. Aaron Sibley gives Cornell \$250,000. Williams College gets \$50,000 from the estate of Mrs. McCoskery. Brown University has received \$45,000 or \$50,000 from a friend in Providence. Wake Forest College, in N. C., and Richmond College, Virginia, each got \$25,000 from Mr. Bostwick, of New York. An "Ohio man" has made a donation of \$10,000 to Wabash College.

The boys in the New Bedford, Mass., high school are trained in military drill. The squad has won prizes in competition with the cadets of Taunton and Fall River.

Of the 247 students enrolled at Lafayette College, 168 are from Pennsylvania, and represent 35 different counties. The college has a new gymnasium, and a library containing over 12,000 volumes.

Bishop Warren, of the Methodist Episcopal Church, does not believe in gentle preaching to rich sinners.

When a Dakota minister gives out a notice of some church meeting, he adds to the traditional formula, "God willing," the words, "and a blizzard not preventing."

The birthdays of President Cleveland, Emperor William, the Czar of Russia, the King of Italy, the Pope, the King of Wurtemberg, and the Empress of Brazil, all occur in March.

Prohibition is meeting with much favor in Canada.

The firm of L. Lothrop Company of Boston includes all the members of the old firm, and in addition, Mr. E. S. Brooks, who comes from the editorial staff of the *Century* Company, and Mr. W. H. Arnold, manager of the book business of John Wanamaker for the last seven years.

The lighthouse board will expend \$19,500 to improve the illumination of Bartholdi's statue of Liberty.

THINGS OF TO-DAY.

Cardinal Gibbons formally took possession of his titular church, in Rome, March 24.

There are now 287,000 applications in the office of the commissioner of pensions for adjudication.

The Knights of Labor have organized a "committee of safety," whose business is to deal with the political side of the labor question.

A Chicago grand jury has found thirty-two bills of indictment against corrupt city officials.

A syndicate with a capital of \$10,000,000 has been formed to work iron mines in Canada.

Active measures were taken by the New York police on Sunday, April 3, for the closing of places of business. Several arrests were made.

A large number of deaths from cholera are reported in Argentine Republic and Chili.

A lively contest for constitutional prohibition is in progress in Michigan.

The Southern Pacific Railroad Company's Hotel del Monte in Monterey, Cal., was burned on April 1, causing a loss of \$1,503,000. The guests all escaped.

In his will, Capt. James B. Eads bequeathes the \$1,000,000, to be paid him by the United States, to the members of his family.

Rev. Dr. Edward McGlynn spoke on "The New Crusade," before an immense audience in the New York Academy of Music, on the evening of March 29.

Lord Tennyson has written an ode celebrating the Queen of England's Jubilee.

Rev. Ray Palmer, the author of "My Faith looks up to Thee," and many other hymns, died in Newark, N. J., March 29.

Attorney-General Garland has submitted an opinion, in which he holds that the "interstate law" does not apply to the mail service, and that post office clerks and others, when on government business, may ride free.

In the answer of Knights of Labor to the suit brought against them by the Old Dominion Company, they deny that they broke the law in boycotting that steamship line, during the last great strike.

Three cases of Asiatic cholera have been discovered at Pesh.

Another attempt was made on March 29 to kill the Czar.

Mrs. James Brown Potter made her debut as a professional actress in the Haymarket theater, London, March 29.

A bill has been introduced into the New Jersey legislature providing for open sessions of the court of pardons. This action was taken on account of the commutation of the sentence of Janitor Titus, after he had confessed the murder of Tillie Smith.

Everything which belongs to pure, healthy blood is imparted by Hood's Sarsaparilla. A trial will convince you of its merit.

REPRESENTATIVE EDUCATORS OF THE WEST.—VII.

SUPP. E. A. GASTMAN.

Many men have won greater fame than has E. A. Gastman, superintendent of the Decatur, Illinois, city schools, and general manager of the Illinois teachers' reading circle, but few have worked more faithfully, or have accomplished better results educationally.

His is much the same story as that of the majority of western educators—an eastern birthplace (New York City)—an early home in the wilds of the far west (Illinois)—a life of toil and privation on a prairie farm, until, at the age of twenty, an accident made it necessary for him to seek other employment—a growth educationally and otherwise with the country.

He very graphically describes as follows, the house in which he taught his first school: "This school was in an old log-house with only four lights of glass. The floor was about half covered with boards, and the remainder was of dirt. The benches were made of the half of a log, the flat side up, with four pins driven in for legs. The desks were made by driving pins into the logs, and laying a board upon them. I received twenty dollars per month, and board at one place. I have always regarded this school as a failure. I was glad to give it up at the end of three months, and I think the people shared my feelings." With his second school he was very successful, and continued in the work, alternately teaching and attending school. In March, 1857, Mr. Gastman entered Eureka college, and in the fall of the same year became a member of the first-class of the Illinois state normal university, graduating with the class in 1860. Of his school-life in this institution he says: "While in school I supported myself by what I earned on Saturdays, and during the vacations. Excepting the first term, I boarded myself during the whole three years. My expenses ranged from ninety cents to one dollar and fifty cents per week. My brother boarded with me during the last year of my course. It was our regular custom to spend twenty cents per week for meat for both of us. It was also a standing rule of 'our hotel' that we would not buy eggs until we could get three dozen for twenty-five cents." Upon leaving the university he engaged to teach in the Decatur, Ill., schools, and has been identified with them as under-teacher, principal of the high school, and as superintendent, for twenty-seven years. For the last eighteen years he has been a member of the state board of education. To Mr. Gastman, the teachers' reading circle of Illinois, owes much of its success as a body, and his influence in this direction has been widely felt.

He is a man "honored among men." In business circles his word is better than a bank-draft. Politically, he is, to use his own words, "A republican, with strong symptoms of the 'mugwump.'" He also says: "In practice, I am a total abstainer from all alcoholic drinks, or their twin abomination, tobacco. On the use of either by teachers, I am a fanatic."

EDUCATIONAL NOTES.

AUSTRALIA.

EDUCATION IN NEW SOUTH WALES.—All public schools, in which the average attendance does not exceed twenty, are ranked as tenth-class; ninth-class schools are those where the average attendance does not exceed thirty, nor is less than twenty; in eighth-class schools, the average attendance must not exceed forty, nor be less than thirty; in seventh-class schools, the average attendance must not be less than forty, nor exceed fifty. These numbers represent the daily average attendance, based upon the regular quarterly returns.

Salaries: Female teachers and married male teachers (whose wives teach needle-work,) who are in charge of schools, receive the following salaries: In tenth-class schools, about \$518 a year; in ninth-class schools, about \$633.50 a year; in eighth-class schools, about \$788.50 a year; in seventh-class schools, \$864 a year. All public schools are supposed to be provided with residences for married men in charge of schools, and the value of the residence is estimated as an addition to the teacher's salary. Unmarried teachers, and married teachers where no residence is provided, and who are in charge of either a seventh, eighth, ninth, or tenth-class school, receive a rent allowance of about \$62 per annum. The salary of an unmarried male teacher in charge of either of the above classes of schools, is about \$37.50 a year less than a married teacher's, who is assisted by his wife teaching sewing. But single, male teachers receive a similar rent allowance in place of a residence.

The teachers in charge of the above schools may be either probationers or classified teachers of the third class, which contains three grades, A, B, and C. The latter is the lowest certificate issued by our department.

Probationers are those who have no certificate. Three A teachers are eligible for seventh-class schools; three B teachers are eligible for either eighth or ninth-class schools, while tenth-class schools may be held by three C teachers. Sometimes three A teachers will have charge of eighth or ninth-class schools, while three B or three C teachers may have a ninth, or eighth, or even a seventh-class school; but these things take time to remedy, and they are only the exceptions which prove the rule. Things might be worse. In the next colony of Victoria, the education department charges its teachers rent for the government residences; but the New South Wales department gives the teachers a house, rent free.

The certificates are granted for a teacher's practical skill, estimated according to the result of the inspection, and the result of a written examination in reading, writing, arithmetic, geography, grammar, history, drawing, blackboard and freehand; music, either Tonic Sol-Fa or old notation; school management. Female teachers have to take domestic economy in addition.

The practical skill is obtained by the average result of the inspector's test examination. The organization and discipline are added to the educational results, and the average for the three is the teacher's practical skill; but if the results should fall below the standard, which is fixed at 80 per cent., and the teacher can show it

was not his or her fault, but arose from sickness, bad weather, or bad attendance, all these matters are taken into account as reasons why the school has fallen below the standard. Sometimes a teacher will have five divisions in his school; he is not permitted to have monitors, and if he has neither wife, mother, nor sister, he is very hard worked. If a single male teacher marries, before he can draw the married teacher's salary, he must get a certified copy of the marriage certificate from the registrar-general's office, and forward it to the under-secretary of public instruction, after which he can draw the extra salary. (To be continued.)

Dural, New South Wales.

H. C. PAGE.

ALABAMA.

Colonel Palmer, the state superintendent of Alabama, gives considerable space in his annual report to the teachers' institute which have been conducted for him by Prof. T. J. Mitchell, whom he compliments in the following graceful and well deserved manner: "As an institute conductor Prof. Mitchell has, perhaps, no superior in the country. By his genial manner he won the hearts of all who attended; and, by his earnest words and example, inspired the teachers with loftier aspirations and a more ardent love for their profession. I cannot speak in too high praise of his noble service in elevating the standard of educational work throughout the state. It was a fortunate thing for the teachers of Alabama when he was induced to accept the presidency of her state normal school."

CALIFORNIA.

"Vocabularian" societies are being formed in various parts of the state, the objects of which are to extend the vocabularies of their members, and to encourage good diction.

The state superintendent has, for several years, furnished his "opinions" on questions of school law, to the educational journals for publication; and, although not exactly judicially authoritative, still, in the absence of supreme court decisions, they are valuable. These opinions are really duplicates of the superintendent's letters in reply to teachers throughout the state.

Without changing its form, size, or management, materially, the *California Teacher* has become the *Pacific Educational Journal*. And notwithstanding the fact that it has been in existence for several years, the paper takes a new start as, Volume 1, No. 1. It will be remembered that a strange fatality has always attended the name *California Teacher*, which fact may have assisted in the change.

The death of Chief-Justice Morrison of the supreme court, makes a vacancy in the presidency of the board of directors of the Hastings law college, university of California. The chief-justice is, by law, an *ex-officio* member of the board.

Marysville.

T. S. PRICE.

IOWA.

The entire faculty of Iowa state normal school has been re-elected for one year from September next. The time of election has been changed from June to March. The faculty consists of: H. H. Seerley, Principal; M. W. Bartlett, D. S. Wright, W. N. Hull, S. Laura Ensign, Anna McGovern, Mary Wheeler Bagg, Della Knight, Sarah Riggs.

Cedar Falls.

W. N. HULL.

NEW HAMPSHIRE.

Culver Hall, at Hanover, one of the finest of the college buildings, owned jointly by Dartmouth College and the New Hampshire College of Agriculture and Mechanic Arts, narrowly escaped destruction by fire recently.

The number of boys now enrolled for instruction at the Concord manual training school is seventy-three,—sixty-eight from the grammar grades, four from the high school, and one from outside. Eighty can be accommodated under the present arrangement. Two prizes have been offered by Dr. S. C. Morrill for the greatest progress made by pupils at the manual training school in the school-year ending in June. The prizes are to be awarded by a committee of workmen. The tools, of which the prizes consist, are of the best workmanship and of latest patterns. A third prize, which is not yet announced, will also be offered by Dr. Morrill.

The elocutionary contest by the scholars of the Concord side school, Penacook, was postponed until March 7, to allow the participants to witness the dramatic entertainment on the "other side."

No public exercises were held in the Concord side schools this term. On the Boscaawen side there were examinations to which parents and friends were invited.

The attendance at the last open meeting of the Philadelphia Society of Gilmanton Academy, was unusually large, and the room was crowded to its utmost. The students draw large audiences on all occasions.

The Deerfield high school began Feb. 21, with Mr. Whittemore as teacher.

Concord, State Correspondent.

ELLEN A. FOLGER.

NORTH CAROLINA.

The recent session of the general assembly passed a law requiring the trustees of the university of North Carolina to admit teachers to the normal department free of tuition. The course is a limited one, covering only two years, but it will be a lasting benefit to the teachers. The trustees were also instructed to reduce tuition in the regular courses from \$85 to \$60.

The faculty have adopted the following concerning examinations: 1. The final examinations of each term not to exceed ten days, and to be brought within one week if possible. 2. The maximum time given to any one examination to be reduced to three hours. 3. Without announcing them, the professors are to give intermediate examinations at such times as they think best, but no such examination shall continue for more than one hour. 4. The term standing shall be made up of the intermediate examinations, and the daily recitations; and, in the final grade, shall count two-thirds, and the final examinations, one-third.

SOUTH CAROLINA.

The public schools of Georgetown county will not be open this year. By a special act of the legislature the officials were authorized to close the schools a year, and "catch up" in the finances, so that thereafter the schools can be run on a cash basis.

The county commissioners of Greenville county, under authority given them by a recent special act of the legislature, have

borrowed money to pay the teachers' salaries. The teachers are now paid monthly. It is better for the county to pay seven per cent. interest than for teachers to have to sell their certificates at a discount of from ten to twenty per cent.

The legislature failed to make the necessary appropriations for the state normal institute. There will be no more this year. So much the more need for county institutes. It is not known why the usual appropriations were not made.

Col. J. H. Rice, the new state superintendent of education, has begun a tour of the state, in the interests of our public schools. So far, so good.

Last December a joint resolution was presented in the Senate to change the constitution, so that the state superintendent of education could be elected by the legislature, as the judges are, instead of by the people, as at present; also, to increase the time of holding the office to four (4) years. For want of time, the resolution was continued until next term. The friends of the resolution think it will pass the Senate.

Col. Coward, late efficient state superintendent of education, has been appointed a post office inspector.
Greenville. State Correspondent. WM. S. MORRISON.

WEST VIRGINIA.

I would like to emphasize, if possible, the remarks made in the JOURNAL, concerning state certificates and normal diplomas, not so much about their being recognized in other states than the one in which issued, as their being rejected, even in the state in which issued. West Virginia has entirely repudiated them, and even the graduates of our state university must go before the board of county examiners before they can teach the humblest district school in the state. When our normal schools were first started, the inducement held out to young ladies and gentlemen was that the normal diploma would be a life certificate, and the one holding it could teach in any school in the state, during good behavior. Several hundred teachers, availing themselves of the opportunities offered, graduated at these schools, and the schools of the state were fast becoming better under their management, when our legislature, in its wisdom, saw fit to annul the normal diplomas entirely. Some of the very best teachers in our state were forced to undergo an examination before they could again teach in the very schools they had conducted for years with the greatest success. The result was a disastrous one to the cause. Some of our best teachers left our state entirely, while others sought professions, that would not thus seek to humiliate them.

Many teachers, also, who had received professional training in other states, went before the state board of examiners, composed of some of the very best teachers of the state, stood the examination and received state certificates, for which they were charged \$5. These were also annulled by our legislature, in its wisdom, though the \$5 was not refunded in any instance. Just now we are having a difficulty in our state university. Several young men have been dismissed for cheating on examination, "monkeying," as they term it. These young men and their friends are trying to create a sentiment in their favor and against the faculty, but they are miserably failing, wherever the fact is understood. President Turner is the "right man in the right place" and will do his duty without fear or favor. As far as I know, the schools of our state have never done better than they are doing this year. Supt. Morgan is indefatigable in his efforts to put our state on a higher educational plane, and the teachers seem to be making extra efforts to assist him.

Wheeling.

F. H. C.

NEW YORK CITY.

The board of estimate met last week to hear the application of the board of education for more money for expenses of 1887, in accordance with the law passed by the present Legislature, giving the board of estimate power to appropriate it. The appropriations for the board of education were very much cut down at the last settlement of the city budget, and the amounts asked for now are generally those that were disallowed last December.

Among the members of the board of education present were Mrs. Agnew and President Simmons. The following amounts were allowed in addition to the \$3,848,189 allowed in December. For salaries of teachers, \$50,000; for payment of janitors of new schools, \$3,500; for salaries of teachers and professors of normal college, \$6,367.

There was a good deal of talk over this item, and Commissioner Wood and others warmly defended the female teachers as most efficient. Mayor Hewitt cornered the commissioner on cross-examination by bringing out the fact that, notwithstanding the high opinion of the female teachers, the male teachers got the big salaries.

"Why not appoint women to some of these \$4,000-a-year professorships?" asked the mayor.

Altogether, about \$145,000 extra was allowed, of which \$50,000 was for repairs of school buildings. Mrs. Agnew made an earnest appeal on behalf of the appropriation to the normal college. She said that it costs only \$44 a year to educate a teacher, while it costs \$110 a year to support a criminal.

President Simmons remarked that the board of education still contended that it was not a department of the city government. "What are you, then," asked the mayor, "an independent power?"

"We are the board of education, and the fact that we are not considered a department by the mayor is shown by the fact that our president has not been invited to join in the mayor's weekly conference."

"That is the fault of the clerk," replied the mayor, jocularly. "You will be invited next time, and the rule is that the last man treats the crowd."

The male principals of the public schools met week before last in the college of the City of New York, and listened to a paper on "Technical Education," by W. H. J. Seiberg, principal of Grammar School No. 43. Mr. Seiberg for several years has given much study to the subject in connection with the schools established in New York by Felix Adler. He presented a review of the objects and the history of technical study, which he said had been taught by the earliest of public educators. There are many complaints now that education in the public schools is not as complete as it should be, and it is time to stop the swelling of the already overcrowded professional ranks, and the increase in foreign labor, and to add to the dignity of mechanical pursuits. Many a brief-

less lawyer would have become a thriving mechanic had the opportunities been presented to him in early training. Some view the introduction of technical education into the schools with suspicion, but there is no occasion for this. The public school system is elastic and preservative, and its future is to be more glorious than its past.

Mr. Seiberg then gave an account of what had already been done in technical education, and the subject was then discussed by many of those present. It is proposed during the year to formulate some plan for suggestion to the board of education on this subject to aid in the introduction of technical education in the schools. President Hunter of the normal college, has urged the introduction of industrial methods in his institution, and has joined with the principals' association in its efforts to secure more attention to this branch of study.

Many of the grammar schools in the lower part of the city have only half a dozen pupils in the classes of the first grade; by combining the higher classes of several schools under one teacher, the separate rooms can be given to lower classes. If intermediate schools were organized, four or five of them, it is said, would probably answer the need of the city for some time to come. New buildings would not be required. The higher grades could be cut down from the grammar schools, and in new grades phonography, bookkeeping, type-writing and other useful and practical acquirements could be introduced. Superintendent Jasper is in favor of such a plan, and intends to present the features of it when the subject comes up before the committee on the course of studies.

"THE ROSEBRIE" AT OLD LONDON STREET.

An extraordinary floral carnival is being held this week to magnify the attractiveness of "Old London Street." Roses are there in profusion, and Easter flowers of all kinds. Orchids such as the "Monkey," "Moth," "Butterfly," and "Dragon," and all the novelties of orchid life; with Nymphaeae, or Egyptian lotus, and a fine collection of those wonderful cacti, so eagerly sought for and developed; besides rare varieties of ferns, and forests of palms from the most celebrated nurseries.

An order, *carte blanche*, was given to Messrs. Siebrecht & Wadley, of Fifth Avenue, to provide this magnificent display; and the result may barely be imagined by people familiar with the reputation of this house.

This beautiful spectacle, after the English fashion of naming their exhibitions, is happily christened "The Rosebrie;" and will continue during the present week only, from 10 A. M. to 10 P. M.

MANUAL TRAINING IN TOLEDO.*

BY H. W. COMPTON, DIRECTOR OF MANUAL TRAINING-SCHOOL, TOLEDO, O.

Manual training in the Toledo high and grammar schools grew from a humble beginning, in a small room with sixty boys and girls engaged in wood-work and drawing, to its present prosperous condition in a new, four-story building, 60x120 feet, splendidly equipped with steam-power, tools, brushes, lathes, forges, and ample drawing-rooms, and a domestic economy department, with all the necessary apparatus for studying the nature and preparation of foods for the table.

The students have increased to about one hundred and seventy-five in all departments, and have manifested the greatest interest and enthusiasm for the work from the beginning. This intense interest in the new work has had to be so modified and regulated as not to interfere with the successful prosecution of the intellectual or class-room work proper. After some experimenting, the two lines of work were harmoniously adjusted to each other. Boys and girls pass from their algebra and history to their drawing and wood-work, and from these again to their geometry and English literature, with a hearty zest for all. The girls in the domestic economy department on their Virgils or don their cooking suits, and prepare with ease and grace such savory and palatable food as would convert the most radical opponent of industrial training. In short, there is such a harmonious blending of the useful and the practical with the higher intellectual culture, that the unprejudiced observer needs but to see it to be convinced of the reasonableness and great utility of such training. The opposition to manual training rises largely from lamentable ignorance which prevails concerning its aims and results. Many seem to think that the sole object of industrial training is to make mechanics, and train them to mere manual dexterity. This is an utterly erroneous idea. The manual work is to furnish the pupils an opportunity to study at the bench, forge, lathe, and engine, the nature of matter and the manifestations of force. It is purely educational in its object. It first teaches him to portray in the drawing, a variety of beautiful and useful forms, and then how to embody these forms in wood and metals. It teaches how to express thought, not in words alone, but in things. It produces nothing for the market except well-trained minds and skillful hands. In the factory the individual is nothing, the article he makes is everything. In the training-school, the articles made are of no moment, the boys and girls are all-important. They make many useful and beautiful things, but these are of no value compared with the useful knowledge gained, the symmetrical mental development acquired. Some of the advantages that are apparent from this course of study are: the industrial work holds many pupils in the higher grades, and thus gives them the benefits of a complete education; it conduces to their moral welfare, in that it employs all their time in a pleasant and healthful way, thus preventing idleness, and crowding out impure thoughts and conceptions that might find a harbor in the young mind; it dignifies and exalts labor, and teaches respect for the laboring man; it teaches no special trade, and yet lays the foundation for any trade, and gives the youth such knowledge and skill that he becomes a better and sounder judge of men and things, in whatever business or profession he may engage.

Manual training is a successful and satisfactory branch of study in the Toledo schools, not because it is theoretically a good thing, but because it is well-managed, has good instructors, and proves itself of great value to the pupils.

*Remarks made before the recent meeting of the superintendents at Washington.

LETTERS.

DEFINITIONS.—What is the best method of teaching definitions to beginners?

With beginners, as in all grades, great care should be taken to see that the idea precedes the definition. If pupils are trained to express their ideas from the beginning, they will have little difficulty in giving definitions. In no case allow a definition to be memorized, but train the child to express it in his own language, calling on different ones until a correct, clear form is given. If the name of an object is to be defined, have pupils examine carefully and then give definition. If a new word occurs in reading lesson, use it over and over again in such connections that the child will arrive at its meaning.

FIRST YEAR IN NUMBER.—After one year's attendance at school, how much should an average child know of numbers?

A teacher of a representative school says of his first year pupils: "They know what is in each number from one to twelve, inclusive—that is, they can make all combinations found in these numbers, whether the process is by addition or by multiplication; they can make all separations, whether the process is by subtraction or by division."

"They understand the two forms of division—(a) division by measurement, (b), the fractional idea of division, or the difference between finding the equal numbers in a number and the equal parts of a number. They can represent what is in each number, for they have learned to use the figures and the signs; they can prove with objects everything that they are able to do with these numbers. They can solve problems and make problems for others to solve."

"They understand the denominate work in quarts and pints, gallons and quarts, bushels and pecks, pecks and quarts, and in yards and feet; the fractional work in halves, thirds, fourths, fifths, sixths, sevenths, eighths, ninths, and tenths."

WRITTEN REVIEWS.—Do you think it a good plan to have written reviews monthly?

We think it a good plan. Very good results may be attained by adopting the following: Devote every Monday to an oral review of the week's work. Then every four or six weeks, give a couple of days to a written review. Oral and written reviews may be combined in the following manner: As topics are presented in the regular recitation, write them on cards, with questions on the development, definitions connected with the subject, solution of problems or prominent facts. Number the cards, distribute, have class pass to the board in the order of their numbers, and in the best form; place the work required of them on the board. When all are seated, give the entire class the benefit of the work at the board, by calling on each one to read or explain his work.

MORAL TRAINING.—Is intellectual development separate and distinct from moral training?

Moral character is determined by the relation the intellect bears to the sensibilities and the will. Intellectual training divorced from the sensibilities and the will can have connected with it no moral character. A mathematical problem is neither moral nor immoral. It is simply a fact. The facts of history may give us moral or immoral ideas, just as the sensibilities or the will may be affected, but in themselves facts, wherever they are found, cannot convey to us moral lessons. If the question had been, "Does true mind development give moral training?" the answer undoubtedly would be "Yes." But as the question stands the answer must be "No." We may say in this connection, that the philosophy of moral science is understood by few. It has its basis in the harmonies and beauties of the created universe, and underlies all that is beautiful in nature, pleasing in art, and exalting in human action.

QUESTIONS.

1. What is the best method of teaching writing to beginners?

2. My pupils refused to study physiology, and the parents refused to buy books. I bought the books, but the parents persisted the study was a waste of time. What shall I do?

3. Is it not more profitable, in a matter of dollars and cents, for a teacher to learn shorthand, than to remain at a salary of \$85 a month, and have work but nine months in the year?

4. What is the difference between teaching, instructing, informing, and learning?

5. What studies do you consider most valuable in cultivating the imagination?

6. Would you encourage the study of algebra and natural philosophy in a mixed school?

7. What is meant by philosophy of education?

8. Will the study of botany be of any practical benefit to the ordinary child?

9. Do you think correcting "false syntax" a good exercise for teaching children to speak properly?

10. What is meant by industrial drawing?

BOOK DEPARTMENT.

NEW BOOKS.

THE BEST HUNDRED BOOKS. Containing Sir John Lubbock's List, and suggestions by John Ruskin and others. New York: E. L. Kellogg & Co. 68 pp. 20c.

This is a reprint of the very interesting discussion that took place last year in England, between many eminent men and women. The lists were originally published in the *Pall Mall Gazette*, and afterward in pamphlet form; in which shape they had a sale of fifty thousand copies, evincing the wide interest in the subject.

It is likely that in this country such a discussion would be even more popular, particularly in the handy shape of the present pamphlet. Careful editing has extracted the meat of the subject from the more voluminous publication. The index reveals the names of many whose suggestions will count for a great deal with our reading public. First in importance is, of course, what John Ruskin says, in his vigorous language; then Henry M. Stanley's account of the books with which he started across Africa, and the order in which they were reduced, until only the Bible remained, is in itself a curious commentary.

The discussions concerning books are quite as interesting as the lists themselves, disclosing as they do the ideas of eminent men as to what are the great books of the world. Every one would like to hear what is said by people of such diverse occupations and presumably varying tastes as Wilkie Collins, Henry Irving, General Wolsley, Matthew Arnold, Herbert Spencer, Lord Coleridge, and Mr. Swinburne. The whole subject is laid open here in fascinating fashion.

A TREATISE ON SURVEYING. Comprising the Theory and the Practice. By William M. Gillespie, LL.D. Revised and Enlarged by Cady Staley, Ph.D. New York: D. Appleton & Co. 693 pp. \$3.50.

This well-known book was first published in 1851, for the use of Professor Gillespie's classes in Union College. In 1855 it was republished, and from almost that year to the present has been the standard authority on land surveying. The work, in its beginning, grew out of the author's own needs. From the want of suitable text-books, he was compelled to teach the subject by a combination of familiar lectures and exemplifications for practice. His notes, systematized, formed the basis of the present volume. It will thus be seen that these pages are filled with the most practical detail.

Surveying, as an art, is very old, and is said to have arisen from the efforts of the Egyptians to recover and fix the landmarks annually swept away by the inundations of the Nile. This bulky volume of 549 large pages, besides 149 of Tables, constitutes an encyclopedia of this important science, which may be called emphatically an exemplification of Education by Doing, for on every page is found something that can be applied to actual practice. The work is divided into six parts, namely: Land Surveying, Leveling, Topography, Triangular Surveying, Hydrographical Surveying, Mining Surveying; under which are subdivisions of the subjects, the details of which constitute its great value. Nothing seems to be omitted; for example, under methods of calculating the contents of a piece of ground, we have *arithmetical, geometrical, instrumental, and trigonometrical* surveying. Under each of these heads, both by description and figures, the methods of procedure are made remarkably plain. No student at all accustomed to rely upon himself would have any difficulty in understanding this author's meaning, for illustrations are numerous and descriptions exceedingly lucid. While this volume does not take up leveling and higher surveying, treated of in other works by the author on these subjects, still it is sufficiently minute and mathematical to give the intelligent student the reasons of operations indicated. For the purpose of more completely furnishing the means for this thorough study, there is given an Appendix on Plane Trigonometry and Transversals.

It is a great pleasure to examine a work of this kind, for, not only did its eminent author, Professor Gillespie, do his work well, but its revision and enlargement by President Staley has greatly added to its former worth. It is needless to say that the printing, binding, and general make-up of the book is such as might be expected from the firm publishing it, for the Appletons have long been noted for doing their work well.

ESSAYS AND POSTSCRIPTS ON ELOCUTION. By Alexander Melville Bell. New York: 48 University Place, Edgar S. Werner. 212 pp. \$1.25.

Any person interested in elocution will greet with pleasure this volume from the pen of so eminent a writer as Mr. Bell. His experience and practice make him especially fitted for the task. He first discusses the science of elocution, and to what extent it is a science. In answer to his own question, he affirms that there is, and goes on to prove his position. He points out the faults in reading and speaking, discusses English pronunciation, the relations of tones to language, which subject he considers of great fundamental importance. He lays a good deal of stress on rhythm as affecting reading, and shows how the rhythm of speech differs from the rhythm of music, proving that the bars of prose cannot be divided into equal lengths without creating an offensive, sing-song tone. The author also points out the defects and impediments of speech, such as stuttering and stammering, with means for curing the defect. At the close of the book is a full and complete index of the variety of subjects the author introduces and so ably discusses.

MADRIGALS AND CATCHES. By Frank Dempster Sherman. New York: White, Stokes, & Allen. 139 pp. \$1.

This dainty book of Madrigals and Catches, appears in white and gold, with a touch of color by way of contrast. It contains more than eighty short poems of the greatest variety of sentiment,—including love-songs, reveries of olden times, poems for youth, lyrics, and sketches of song that bring to mind apple blossoms and roses. In its make-up it is unique,—parchment-paper covers, with design of Pan and dancing cupids stamped in gold, on top, with lettering in color below. It is a pretty book for a gift.

THE CAUSES OF THE DECAY OF TEETH. By C. S. Weeks, Dentist. Revised by the Author. New York: Fowler & Wells Co., 733 Broadway. 93 pp. 10 cts.

That teeth do not last as long now as they did in former years, any one who has given the least thought to the sub-

ject, will readily acknowledge. Why this is,—in the subject of the essay by Dr. Weeks, as represented in this little pamphlet. He asks the question, "What causes the decay of teeth?" and then proceeds to answer it, and give reasons. This essay is well worth the careful perusal of all those whose teeth are still their own by nature, and of parents especially who wish to save their children's teeth, by warding off impending danger. As it is the aim and desire of all good dentists, to preserve natural teeth as long as possible, this essay will have a value and interest for them.

HOW TO TEACH READING, AND WHAT TO READ IN SCHOOL. By G. Stanley Hall, Ph.D. Boston: D. C. Heath & Co., Publishers. 40 pp. 25 cts.

Th's Monograph on Education, by Dr. Hall, discusses the facts of the method of teaching children to read, and what they should read, as the oldest and most complicated problems of pedagogy. He shows the methods that have been used, going back as far as 1534, and coming down to the present time. The more important topic of *what to read in school* is next discussed; and, as upon that hangs the possibilities of good or evil in the future of the child, the author considers it by far the more important question, and in a clear and decided manner expresses his ideas upon the matter. This number will be found full of good thoughts for teachers and students.

LITTLE SPEECHES FOR LITTLE PEOPLE. Indianapolis: Charles A. Bates. 63 pp. 10 cts.

Upon examination, this will be found to be a very small book for very small people, full of simple poems and ditties that can be used as speeches. They are mostly verses from nature, which, as a rule, are better understood and appreciated by children than any other kind. Within the compass of this little volume there are more than fifty of these little speeches, upon all kinds of subjects that have an attraction for children. It will be useful to teachers of young pupils, or for home use, where children are too young to go to school.

JOHN ADAMS AND THOMAS JEFFERSON. By William O. Stoddard. New York: White, Stokes & Allen. 358 pp. \$1.25.

There is perhaps no history more important to the American citizen than the life and times of the presidents, and Mr. Stoddard has, in his instructive manner, given to the public another volume of "The Lives of the Presidents." The second president, John Adams, was born and trained for life in a time of specially concentrated thought and action. He thoroughly understood New England colonial life, its struggles and victories, and it has been the aim, and also the success of the author, to tell the story of the ancestry of Mr. Adams, his boyhood, religious tendencies, hard work, and self-denial, professional prosperity, the call of public duty, election to the legislature, political patronage and influence, and a multitude of other events of a diversified nature, which, passing through a useful public life, have made the second president of the United States a man of such solid worth and character. The third president, Thomas Jefferson, began life under very different auspices from Mr. Adams. Jefferson was a born pioneer. The two men being so totally unlike in early surroundings, can be compared with great satisfaction by the study of this volume by Mr. Stoddard, as he portrays in such forcible language their life, times, opinions, struggles, aims, and successes. If the future "Lives of the Presidents" are prepared in the same happy and instructive manner as the past ones have been, Mr. Stoddard may be prepared to see them welcomed by all his readers, with enthusiasm. The make-up of the book is of the best kind, well bound, good paper and type, ornamented with vignettes of Washington, Lincoln, Grant, and Garfield on the corners of front page of cover, in gilt.

THE STORY OF THE NORMANS. Told Chiefly in Relation to Their Conquest of England. By Sarah Orne Jewett. New York and London: G. P. Putnam's Sons. The Knickerbocker Press. 378 pp. \$1.50.

This volume of "The Story of the Nations" is of immediate interest to us, especially the first chapter, which gives a full and clear description of the Normans. These "Men of the Dragon Ships" have a great charm for Americans, as a portion of our early history is, in a rather mysterious manner, associated with them. As it is the plan of the writers of the different volumes of this series to enter into the real life of the people of the country, and to bring them before the reader, as they actually lived, labored, fought and struggled, studied, wrote, and amused themselves, this volume is perhaps one of the most charming; for the Normans have produced some of the grandest men and characters known to history. Besides being a description and life-history of this wonderful people, the way in which the narration is given is an additional charm. Sarah Orne Jewett is a pleasant writer, and a book from her pen, once commenced, is not set aside to rest until it is finished. This volume is well illustrated with pictures that assist the reader in appreciating the country and its people with ease. There are also several maps, and a genealogical diagram, giving the Dukes of the Normans.

LATIN WORD-BUILDING. Root-Words, with their More Common Derivatives and their Meanings Illustrated by Sentences taken from Caesar and Cicero. By Charles O. Gates, A.M. New York: D. Appleton & Co. \$1.00.

It is acknowledged by all teachers that word-building is one of the most efficient methods in educational training. The exact meaning of a root-word is essential; then, through the teacher or lexicon, definitions of the more common words derived from the root-word may be acquired, after which the information gained can be applied in illustrating the use of these words in sentences. Professor Gates has, after much care and thought, applied this principle in preparing a volume on "Latin Word-Building." He acknowledges it to be a fact that most pupils, after studying Latin five or six years, cannot, as a rule, translate a page of Latin at sight. This difficulty arises mainly from ignorance of the exact meanings of root words, and it has been the author's aim in the preparation of this book, to assist in a decided and material way, to overcome the difficulty. It is his belief that as soon as the regular forms and general structure of sentences have been mastered, the pupil should begin word-building. The plans and methods are fully explained, and in such a clear and evident manner that they are easily understood. The order of the book is: Suggestions to Teachers and Students—Part I, Etymological Vocabulary; Appendix I, Preposi-

tions in Composition, Termination of Words; Part II, Sentences from Caesar and Cicero; Appendix II, Exercises on Forms, Rules for Translation. It will be seen upon examination that spaces have been left in the Etymological Vocabulary for the pupil to add new derivatives and compounds, or insert new roots as he meets them in the course of a more advanced reading. After years of experience, the author has decided that exact and definite meanings of words are more easily remembered by this word-building method than by the learning of each word, as has been the former plan. For both the student and teacher of Latin, this book by Professor Gates will be invaluable.

LITERARY NOTES.

April TREASURE-TROVE appears with a new and very attractive title page. It has a brief memorial of Henry Ward Beecher, accompanied by a fine portrait. Other portraits are of Emerson the poet, and Sheridan the soldier; the latter's famous ride from Winchester is described with spirited illustration and map, in the war article by Col. Shrapnel. "Old London" is shown in five exquisite pictures; and a remarkably interesting account of "A Spool of Silk," given by W. S. Pelletreau, A.M., accompanied by nine illustrations, showing every step from the silkworm to the skein ready for sewing.

The stories, sketches, and "Ideas of Our Times," are full of life; just what the girls and boys want, and what their teachers and parents are anxious to put into their hands. Published at a dollar a year by the Treasure-Trove Co., 25 Clinton Place, New York.

The idea of the Reading Circle Library, to be published by E. L. Kellogg & Co., of New York, seems to find favor with every one. It will consist of a series of books for young teachers, well gotten up, and sold at a very low price. The first number will be Dr. Allen's "Mind Studies for Young Teachers," ready in May. Col. Parker is preparing one of the numbers.

A new, enlarged edition of *Parker's Talks on Teaching* is in preparation, to be ready in time for the summer institutes. It will have every device for facilitating study, such as division of chapters into topics, headlines, indexes, etc., and will be printed from new plates, and bound in a new style. 25,000 copies of this standard book have been sold.

The new book on "Manual Training," by Mr. S. G. Love, of Jamestown, New York, will possess great practical value. Some 40 full-page plates, containing about 400 illustrations, are among its prominent features. E. L. Kellogg & Co., of New York, are the publishers. It will be ready in May.

The April number of *The Home and School Supplement* contains a portrait of George W. Cable. The May number will contain a portrait and sketch of T. B. Aldrich.

Besides a poem of some length by Miss Edith M. Thomas, Scribner's for April contains sonnets by Mrs. J. C. R. Dorr and Elyot Weld, and a short poem by Charles Edwin Markham.

"Bridge Disasters in America; Their Cause and Remedy," will soon be published by Lee & Shepard, Boston. Prof. George L. Vose is the author.

Ginn & Co. will publish in April "The Art of Reading Latin: How to Teach It," by William Gardner Hale, Professor of Latin in Cornell University.

Those interested in modern warfare will read with pleasure the article by Lieut. W. S. Hughes, in the April Scribner's, on "Modern Aggressive Torpedoes."

The Brooklyn Magazine will hereafter be known as *The American Magazine*. Many additions and improvements are promised.

VICK'S FLORAL GUIDE.—Lovers of the beautiful in art and floriculture have in store a rich treat in the perusal of this popular annual, for the year 1887. Each succeeding year brings great improvement in this popular annual, and the present edition is far in advance of previous issues in beauty of exterior, number and elegance of floral and vegetable illustrations, and the large variety of subjects, thoroughly and practically treated.

The volume opens with a series of practical articles of great service to both amateur and professional gardeners, is followed by faithful illustrations showing the interior of the immense seed-house, and then by engravings of all the leading and rare varieties of flowers and vegetable, with directions for their culture. Sent for 10 cents by Jas. Vick, Rochester, N. Y.

BOOKS RECEIVED.

New York, The Planting and Growth of the Empire State, By Ellis H. Roberts. In 2 Vols. Boston: Houghton, Mifflin & Co. \$2.50.

Madrigals and Catches. By Frank Dempster Sherman. New York: White, Stokes, & Allen. \$1.

John Adams and Thomas Jefferson. Lives of the Presidents. By William O. Stoddard. New York: White, Stokes, & Allen. \$1.25.

Due North, or Glimpses of Scandinavia and Russia. By M. M. Ballou. Boston: Ticknor & Co. \$1.50.

The Early Tudors, Henry VII., Henry VIII. By Rev. C. E. Moberly, M. A. New York: Chas. Scribner's Sons.

Before an Audience, or The Use of the Will in Public Speaking. By Nathan Sheppard. New York: Funk and Wagnalls.

Warman's School-Book Friend. By Prof. E. B. Warman, A.M. Chicago: W. H. Harrison, Jr. 75 cts.

Krusi's Drawing Manual for Teachers. Graded Course. Analytic Series. New York: Appleton & Co.

Aegle and the Elf. A Fantasy. By M. B. M. Toland. Illustrated. Philadelphia: J. B. Lippincott Co.

A Century of Electricity. By T. C. Mendenhall. Boston: Houghton, Mifflin & Co. \$1.25.

Elements of English. By Geo. Hodgdon Ricker, A.M. Boston: Interstate Publishing Co. 30 cts.

Mrs. Hephaestus, and Other Short Stories, with West Point, a Comedy in Three Acts. By George A. Baker. New York: White, Stokes, & Allen. \$1.

Cebes' Tablet. Edited with Introduction, Notes, Vocabulary, and Grammatical Questions. By Richard Parsons. Boston: Ginn & Co. 80 cts.

Little Speeches for Little People. Chas. A. Bates, Publisher, Indianapolis, Ind., 27 Circle St. 10 cts.

Diary of Samuel Pepys. 1663-1694. Sermons on Evil Speaking. By Isaac Barrow, D.D. Crochet Castle. By Thomas Love Peacock. New York: Cassell & Co. 10 cts. each.

The National Summer School of Methods

AND
STERN'S SUMMER SCHOOL OF LANGUAGES

ANNUAL SESSION AT
SARATOGA SPRINGS, N. Y., 1887.

Three Weeks, from July 13, to August 5. Twenty Different Departments. Instruction given by a Faculty of 25 Prominent Educators.

DEPARTMENTS AND FACULTY.

1. **Pedagogics.** (Two Weeks.) By Prof. W. H. PAYNE, Instructor of Pedagogy, University of Michigan.
2. **Psychology in its Application to Teaching.** (Three Weeks.) THOS. M. BALLIST, Supt., Reading, Pa.
3. **Methods in Language.** (Three Weeks.) ROBERT C. METCALF, Sup't Public Schools, Boston. DR. EUGENE BOUTON, Principal New Paltz Normal, New York. SARAH ARNOLD, Principal Training School, Saratoga Springs, New York.
4. **Methods in Elocution and Oratory.** (Three Weeks.) Prof. L. A. BUTTERFIELD, F.S. So., (London.) Instructor Dartmouth College and Monroe College of Oratory, Boston.
5. **Model School.** (Two Weeks.) MISS MARY A. SPEAR, Normal School, Cook Co., Ill.
6. **Methods in Natural History.** (One Week.) Miss J. M. ARMS, Teacher Natural History, Boston.
7. **Methods in Geography.** (Three Weeks.) CHAS. F. KING, Lewis School, Boston. ALEX. E. FRYE, (formerly) Cook Co., Normal, Ill. MISS MARY A. SPEAR, Normal School, Cook County, Ill.
8. **Methods in School Management.** (One Week.) Prof. W. H. PAYNE, Instructor in Pedagogy, University of Michigan.
9. **Methods in Arithmetic.** (Three Weeks.) THOS. M. BALLIST, Supt., Reading, Pa. MISS MARY A. SPEAR, Normal School, Cook Co., Illinois.

300 Students last year from 26 States.

10. **Methods in Penmanship.** (One Week.) H. W. SHAYLOR, Supervisor of Penmanship, Portland, Me.
11. **Methods in History.** (Two Weeks.) Dr. WM. A. MOWRY, Editor Education. WALTER S. PARKER, Master Everett School, Boston.
12. **Kindergarten.** (Three Weeks.) MISS MARY L. VAN WAGEN, Principal Training School for Kindergartners, 139 West 48th Street, New York.
13. **Methods in Drawing.** Drawing as an Aid. (Three Weeks.) WALTER S. PERRY, Supervisor of Drawing, Worcester, Mass. President Department of Art, National Educational Association.
14. **Methods in Physiology, Hygiene, and Scientific Temperance Instruction.** (Two Weeks.) EDWIN F. KIMBALL, Chauncy Hall-School, Boston.
15. **Methods in Illustrative Drawing.** (One Week.) Miss E. G. MELCHER, Comins School, Boston.
16. **Miscellaneous Course.** Dr. JEROME ALLEN, Dr. LARKIN DUNTON, Prof. L. BUTTERFIELD, Prof. THOMAS M. BALLIST, Dr. WM. A. MOWRY, Rev. A. E. WINSHIP, JAMES M. SAWIN, ROBERT C. METCALF, ALBERT E. MALLET, Dr. C. WESLEY EMERSON, and several others.
- 17-20. **Department of Languages.** (Five Weeks.) July 11-Aug. 12. Prof. S. M. STERN, and able assistants.

This School was the largest Summer School of methods last year in the country. RECREATION, PLEASURE, AND STUDY. 300 lectures in the above courses. Reduced railroad rates from New England and the West. For further information respecting any department of instruction, apply to the different professors or the managers. Send for full descriptive circular of thirty-six pages. Very favorable club rates given. For information on all points, address

WALTER S. PARKER, Manager, READING, MASS.;

Or, CHAS. F. KING, President, BOSTON HIGHLANDS, MASS.

A SUMMER SCHOOL FOR TEACHERS, AT GLENS FALLS, N. Y.

GENERAL COURSE.

Arithmetic, History, Geography, Language, English Literature, Elocution, Drawing, Writing, Primary Methods, Physical Training, Lectures upon Manual Training, Civics, Psychology, &c.

August 1st to August 18th.

Tuition for the whole course, \$6.00.

SPECIAL COURSES.

Drawing, Elocution, Modelling, Practical Designing, and Physical Training.

August 1st to August 26th.

Tuition for any special course, \$5.00.

Reduction made when two or more courses are taken. Good board for \$4.00 a week. Excursions around Lake George, down Lake Champlain to Ausable Chasm, into the mountains, &c. A fully-organized for the exclusive use of the school. Croquet and Tennis grounds free to members.

For full particulars send for seventy page circular, ready May 1st.

W. J. BALLARD, SHERMAN WILLIAMS, Jamaica, N. Y. Glens Falls, N. Y.

SEASIDE SUMMER SCHOOL, ASBURY PARK, N. J. THREE WEEKS, July 18—August 5. 18 DEPARTMENTS. 24 PROFESSORS.

Professional Study combined with healthful recreation. Sea Bathing, Yachting, Boating, Fishing.

Send for our illustrated catalogue just issued,

Address EDWIN SHEPARD, President, OLIVER STREET GRAMMAR SCHOOL, Or, A. H. KELLEY, Secretary, NEWARK, NEW JERSEY. Chapman School, BOSTON, MASS.

North-western Summer School, COOK COUNTY NORMAL SCHOOL, NORMAL PARK, ILL. SIX AND ONE-HALF MILES FROM CHICAGO, FRANCIS W. PARKER, PRINCIPAL.

Beginning July 13, (right after National Convention of Teachers), and continuing three weeks FOUR DEPARTMENTS.

1. Principles, Methods, and Technical Work. Francis W. Parker, Director. W. W. Spear, Belle Thomas, Helen Montfort, Tillie Coffin, and Everett Schwartz, assistants. Tuition, \$7.
 2. Elocution, Music, and the Deisarte System. Frank Stuart Parker, Director. Martha Fleming, assistant. Tuition, \$6.
 3. Kindergarten, and its application to primary schools. Mrs. Alice Putnam, Director. Tuition, \$6.
 4. Experimental Science—Botany, Zoology, Physics, Geology, and Mineralogy. George W. Parker, George W. Fitz, Directors. Tuition, \$6.
- Teachers in all parts of the United States can buy tickets to Chicago at half rates, plus \$2. Board at Students' Hall, \$6 per week, including the week of National Convention. Railroads stopping at Normal Park or Englewood: Rock Island, Lake Shore, Chicago & Atlantic, Monon, Chicago & Evansville, Pittsburg & Fort Wayne, Wabash, Eastern Illinois, etc.
- A member of the Summer School may work upon any one special subject (given below) during the entire time—three weeks—taking for such work two, three, four, or five hours each day: Reading, Elocution, Deisarte, Physical Exercises, Writing (blackboard and pen with arm movement), Number and Arithmetic, Form and Geometry, Vocal Music, Modeling and Modeling in clay, Modeling Relief Maps in sand, clay and putty, Study of Geography, Kindergarten Work, Experiments in Science, Physics, making apparatus, Botany, Zoology, Taxidermy, Mineralogy, Chemistry and Manual Training.

The rooms will be arranged so that a pupil can remain in one room and work all day. The Principal will give a course of lectures upon Psychology, Pedagogics and Methods.

Principals and Superintendents of schools can make special arrangements as to tuition, if they wish to call the work.

MISS BELLE THOMAS will conduct the MODEL SCHOOL.

Those who wish to attend should write at once, stating work they wish to take and whether they wish room reserved at Students' Hall; also whether they wish to board at the Hall during Convention Week. Those who would like postal circulars to send to friends will please address

FRANCIS W. PARKER, Normal Park, Ill.

To Boards of Education, Superintendents and Janitors.

I am prepared to buy and pay cash to any amount for any accumulation of new or old school books you have no further use for. I will also give a handsome present to any one giving me information as to where there are any lots of School Books to be bought.

Correspondence solicited, and will be strictly confidential.

W. J. WEEDON, Wholesale Dealer, in School Books, 25 Chambers Street, New York.

First Steps in Scientific Knowledge.

By PAUL HERTZ. "It makes the teaching of Elementary Science possible in The Common School."

"Price List and Descriptive Catalogue free on application."

J. B. LIPPINCOTT COMPANY,

715 & 717 Market Street, Philadelphia,

Publishers of School and College Text-Books, etc.

Dealers in School Stationery and Supplies.

LOVELL & CO., Educational Publishers, 16 Astor Place, New York City.

Walker's Physiology, by mail, \$1.35; Practical Work in the School Room, Part I. Teachers' Edition, 80 cts.; Pupils' Edition, 35 cts.; Part II. (The ABC Reader), per set, 25 cts.; Part III. (Lessons on Plants), 80 cts.; Selected Words for Spelling, etc., 25 cts.; DeGraff's Development Lessons, \$1.20; Froebel's Education of Man, \$1.30; cloth, 65c.; boards. Giffin's Graded Review Questions, 55 cts.; Garland's Philosophy of Words, \$1.35. Send for catalogue.

TEACHERS' AGENCIES.

WOMAN'S EXCHANGE
Teachers' Bureau.
(FOR BOTH SEXES.)
Supplies Professors, Teachers, Governesses, Musicians, etc., to Colleges, Schools, Families and Churches. Also Bookkeepers, Stenographers, Copyists and Cashiers to Business Firms.
Address, (Mrs.) A. D. CULVER, 329 Fifth Ave., N. Y.

Reliable Teachers
Promptly provided for Families, Schools, Colleges. Skilled Teachers supplied with Positions. Circulars of Good Schools Free to Parents. School Property rented and sold. School and Kindergarten Material, etc.
E. MIRIAM COYRIERE, 31 E. 17th St., bet. Broadway and 4th Ave. New York City.

For increase of salary in your present position, address Teachers' Co-operative Association, 170 State Street, Chicago.

Pennsylvania Educational Bureau.
Business Transacted in Every State and Territory.
THE manager is Superintendent of Public Schools and has spent over twenty-five years in school-work.
"Prof. C. D. FEHR, Instructor in Science, School of the Locksawanna, Scranton, Pa.: 'My present position, secured through the agency of the Pa. Ed. Bureau, has proved satisfactory in every respect. I could not well be better suited.' Send for circulars to L. B. LANDIN, Manager, 306 N. 7th Street, Allentown, Pa."

AMERICAN AND FOREIGN Teachers' Agency

Introduces to colleges, schools, and families, superior Professors, Principals, Assistants, Tutors, and Governesses for every department of instruction; recommends good schools to parents. Call on or address

Mrs. M. J. YOUNG-FULTON, American and Foreign Teachers' Agency, 23 Union Square, New York.

For anything you wish to purchase for yourself or your school, address Teachers' Co-operative Association, 170 State Street, Chicago.

BEST TEACHERS, AMERICAN AND FOREIGN.

promptly provided for Families, Schools, and Colleges without charge. Skilled Teachers supplied with Positions. Circulars of Good Schools free to Parents. School Property rented and sold. School and Kindergarten Material, etc.

J. W. SCHERMEHORN & CO., American School Institute, 7 East 14th St., N. Y.

NO FEE For Registration. Best facilities, efficient service, large business, not in collecting advance fees, but in providing competent Teachers with Positions. Form, for stamp.

EMPLOYERS are served without charge. Registration without a fee gives us the largest and most select supply of Teachers in America, and leaves no motive for representing those who are not suitable.

R. E. AVERY, American School Bureau, 3 W. 14th St., N. Y.

BRIDGE TEACHERS' AGENCY

Successful teachers wanted for ensuing school year. Large number called already on our books. Circulars free. Call when in city. J. Ransome Bridge, Manager, 110 Tremont St., cor. Bromfield, BOSTON.

WANTED NOW. For Sept., a Supt., Pa., \$1,800; Master, \$4,000. Same in Mass., \$1,825; Latin University, \$1,000; Prof. of Commercial Dept., College in Cal. \$1,000; Prin. Union School, N. Y. \$1,500; Prin. Academy, \$1,000; Prin. Pub. School, Ky., \$1,000; etc., etc. Women—Normal graduate, Catholic, Drawing and English branches, Pub. School, near City, \$700; Piano, French, College, Ga., \$700; Vocal Music, Ga., \$700; French, German, Sciences, Mo., \$700; and many other positions near by. Send for Circular. W. D. KERR, Sec'y UNION TEACHERS AGENCY, 16 Astor Place, New York.

THE NEW ENGLAND BUREAU OF EDUCATION.

Teachers who desire positions or preferment should lose no time in availing themselves of the special advantages offered by this Bureau. Charges to teachers less than any other reliable agency. No charge to school officers.

Circulars and Forms of Application sent free.

Address or call upon

HIRAM ORCUTT, Manager, 3 Somerset Street, Boston, Mass.

For Vacation Employment, address, Teachers' Co-operative Association, 170 State Street, Chicago.

Kentucky School Agency.

Assists Teachers in obtaining positions. Supplies Colleges, Schools, and Families with superior Professors, Principals, Assistants, Tutors, and Governesses. None but qualified teachers are recommended.

Teachers pay a registration fee of two dollars. No charge is made to those seeking teachers. Register at once. Address

Mrs. L. L. HARRIS, Mt. Sterling, Ky.

DO YOU WANT

A thoroughly qualified teacher of Industrial Education, graduate of Worcester School of Technology, with experience in charge of City Industrial School? Or, a teacher of science who is an expert taxidermist, or another who can construct the most delicate apparatus? Or native French, German, or Swiss teachers of Modern Languages, or American teachers with several years study in France or Germany? Or teachers who are specialists in Latin, or Greek, or Mathematics, or some of the Sciences, and care less for salary than for positions where they can teach these branches only. For any of these, and for a multitude of common sense teachers of good record, apply to The School Bulletin Agency, Syracuse, N. Y.

For larger salaries, or change of location, address Teachers' Co-operative Association, 170 State Street, Chicago, Ill. Orville Brewer, Manager.

KINDERGARTEN at Mountain Lake Park, (4 miles from Deer Park, Garrett Co., Md.)

Teachers' Training Class from July 12th to August 20th, 1887. Terms for the course, \$10.00, materials, \$1.00.

A class for children free; materials, \$1.00. Taught by Miss Susie P. Pollock who studied and graduated in Germany, Principal of Froebel Normal Institute, Graded School and Kindergarten, 1177 Thirteenth Street, N. W., Washington, D. C.

READERS will confer a favor by mentioning the SCHOOL JOURNAL when communicating with advertisers.

Scrofula

Probably no form of disease is so generally distributed among our whole population as scrofula. Almost every individual has this latent poison coursing his veins. The terrible sufferings endured by those afflicted with scrofulous sores cannot be understood by others, and their gratitude on finding a remedy that cures them, astonishes a well person. The wonderful power of

Hood's Sarsaparilla

In eradicating every form of Scrofula has been so clearly and fully demonstrated that it leaves no doubt that it is the greatest medical discovery of this generation. It is made by C. I. HOOD & CO., Lowell, Mass., and is sold by all druggists.

100 Doses One Dollar

HUGHES NEW WALL MAPS.

The Latest—The Best.

Prepared expressly for school use and adapted to any series of Geographies.



Size uniformly 54x86 inches, mounted on strong cloth, with rollers, colored and varnished. Send for list and prices.

BOSTON SCHOOL SUPPLY CO.,
Importers and Wholesale Educational Booksellers.
JOHN A. BOYLE, Manager,
15 Bromfield Street, Boston.

PHYSICAL TRAINING.

NEW LINE OF APPARATUS FOR SCHOOL USE.

Wooden Dumb-Bells.

Ten numbers from one and three-fourth inch balls to four inch. A good, neat, durable line of goods at moderate prices, from 25 cents to 70 cents per pair.

Wands.

A new line of Wands from 36 inches to 60 inches, with balls on ends or plain, from 15 cents to 45 cents.

Wooden Rings.

Good, strong, hard-wood rings. Durable and neat.

Send for full catalogue to

MILTON BRADLEY CO.,
Springfield, Mass.

BUY YOUR SCHOOL SONG BOOKS

OF OLIVER DITSON & CO.,

whose series of well made, melodious songsters are known everywhere, and give general satisfaction.

THE NEWEST HIGH SCHOOL SONG BOOK IS SONG GREETING (60 cts.; \$6 per doz.) It is filled with the best of part-songs. A fine collection.

ROYAL SINGER (60 cts.; \$6 per doz.) Made for singing classes, it is yet a good and appropriate book for schools.

FOR LADIES' CLASSES. Music for Female Voices: Perkins' Vocal Echoes (\$1.00); Tilden's Choice Trios (\$1); Morse's Wellesley College Collection (\$1).

FOR COMMON SCHOOLS.

Song Bells (50 cts.; \$4.80 per doz.) A favorite general collection of songs. As good and practical Note Readers, we commend Emerson & Brown's Song Reader (Book 1; 50 cts., Book 2; 60 cts.).

FOR YOUNG CHILDREN.

Gems for Little Singers (30 cts.; \$3 per doz.) is a little beauty, as is **Fresh Flowers** (25 cts.; \$2.40 per doz.) which is full of children's hymns and tunes. **Kindergarten Chimes** (\$1) by Kate D. Wiggin, is an excellent book for Kindergarten Teachers, with many merry songs.

Send for Lists and Catalogue.

OLIVER DITSON & CO., BOSTON.
O. H. DITSON & CO., 387 Broadway, New York.

THE PUBLISHERS' DESK.

"The world does move!" And more than this, its speed seems in these later days to have been even more than ever accelerated. Especially is this true of our educational world, which is now moving at an unprecedented rate.

And it is gratifying to notice in the very van of this progressive movement the well-known banner of Messrs. Harper & Brothers, of Franklin Square, New York. Among the school publications which this firm has lately issued, are the new "Spelling and Dictation Blanks," arranged to teach spelling and writing simultaneously. These are so conveniently, substantially, and cheaply printed and bound, as to be inexpensive as blank paper. They have been prepared by Mr. H. W. Shayler, author of "Harper's New Graded Copy-Books," and so judiciously has it been done as to render them of the utmost value in demonstrating the soundness of the opinion, now so generally accepted by teachers, that writing and spelling should be taught together.

If any man lack understanding, let him seek the light, but if any man's understanding lack the requisite polish, let him rather seek neither light nor darkness alone, but that peculiar and unapproachable combination of brilliant shining and deep, umbrageous shade, which is found nowhere else so wonderfully exemplified as in the Satin Polish French Dressing, manufactured by Messrs. B. F. Brown & Co., of Boston, Mass., which remarkable preparation received at the recent New Orleans Exhibition the highest award against all competitors—a silver medal; which shines so brightly in the eyes of an admiring public—aptly typical of that imperishable lustre which it represents.

Among the best text-books in the market, and recognized as standards by all educational authorities, are the publications of Messrs. Ivison, Blakeman & Co., of 753 Broadway, New York. Their list includes Gray's Botanical Series, by Prof. Asa Gray of Harvard University, providing the most complete equipment for all classes or for special students; the Spencerian copy books which have been widely imitated, but have found few equals, and Swinton's Elementary Geography in a revised edition, with cloth sides and strong leather back; written in delightful style; logically arranged, and fully and beautifully illustrated.

O, woman! with your rapturous charm,
And Heaven's sweet light about you,
You do a frightful sight of harm,
But what were life without you?

It costs—Great Scott! what don't it cost
To peacefully maintain you?
But all the world would be well lost,
If one might only gain you.

And when your lovely form you case
In Coraline contrivance
To snatch the palm from human grace,
The gods add their connivance.

Of course it's just as plain as day
That this is an attraction,
Which makes admirers come to stay,
And love knows no re-action.

When added to your pristine charm,
There's Coraline about you,
It doubles all your power for harm,
But what were life without you?

It was not a mere temperance craze, the idea of giving the school children instruction in scientific temperance physiology and hygiene; but a thoroughly rooted purpose to fit them better for life, and to put around their physical nature the same reasonable safeguard of intelligence that protects their minds through the ministrations of the "Three R's." The Eclectic Guide to Health, recently published by Messrs. Van Antwerp, Bragg & Co., of New York, is one of the best of the text-books devoted to this subject. The effect of alcoholic drinks and narcotics on the human system is fully considered in connection with each division on the subject, to meet the laws in several states requiring temperance physiology to be taught in the public schools.

Another book of interest published by the same house is Morris's Scripture Readings, by Edward D. Morris, Lane Theological Seminary, being one hundred selections from the various versions of the Bible; for school purposes.

IMPORTANT.

When visiting New York City, save Baggage Express and Carriage Hire, and stop at the Grand Union Hotel, opposite Grand Central Depot.

600 Handsomely Furnished Rooms at \$1 and upwards per day, European plan. Elevators, and all Modern Conveniences.

Restaurants supplied with the best. Horse cars, stages, and elevated railroads to all depots. You can live better for less money at the Grand Union Hotel, than any other first-class hotel in the City.

ELEGANT SHAPE, HEALTH and COMFORT

Perfectly Combined in
MADAME FOY'S
Skirt Supporting
CORSET.

It is one of the most popular and satisfactory in the market. For sale by all leading dealers.
Price by mail \$1.50.
FOY, HARMON & CHADWICK, New Haven, Conn.



How to Cure Skin & Scalp Diseases with the CUTICURA REMEDIES.

TORTURING, DISFIGURING, ITCHING, scalp and pimply diseases of the skin, scalp and blood with loss of hair, from infancy to old age, are cured by the CUTICURA REMEDIES.

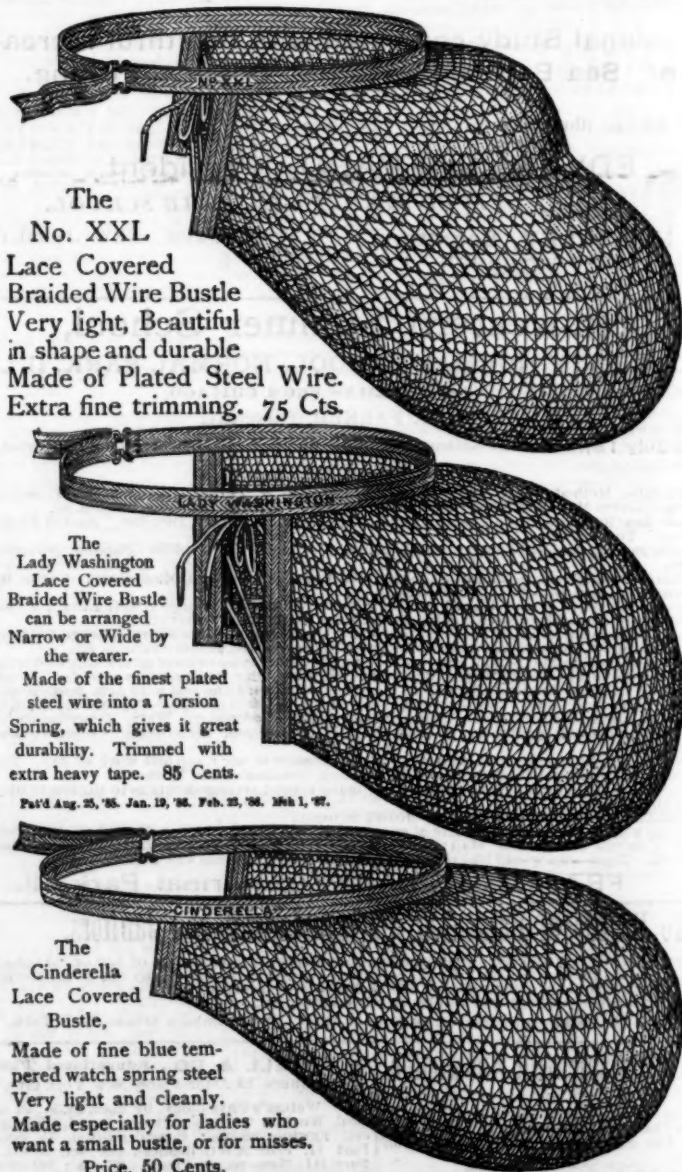
CUTICURA RESOLVENT, the New Blood Purifier, cleanses the blood and perspiration of disease-sustaining elements, and thus removes the cause. CUTICURA, the great Skin Cure, instantly allays itching and inflammation, clears the skin and scalp of crusts, scales and sores, and restores the hair.

CUTICURA SOAP, an exquisite Skin Beautifier, is indispensable in treating skin diseases, baby humors, skin blemishes, chapped and oily skin. CUTICURA REMEDIES are the great skin beautifiers.

Sold everywhere. Price, CUTICURA, 50c.; SOAP, 25c.; RESOLVENT, \$1. Prepared by the PORTER DRUG AND CHEMICAL CO., BOSTON, MASS.

Send for "How to Cure Skin Diseases."

TINTED with the loveliest delicacy is the skin bathed with CUTICURA MEDICATED SOAP.



The
No. XXL
Lace Covered
Braided Wire Bustle
Very light, Beautiful
in shape and durable
Made of Plated Steel Wire.
Extra fine trimming. 75 Cts.

The
Lady Washington
Lace Covered
Braided Wire Bustle
can be arranged
Narrow or Wide by
the wearer.
Made of the finest plated
steel wire into a Torsion
Spring, which gives it great
durability. Trimmed with
extra heavy tape. 85 Cents.

Pat'd Aug. 25, '85. Jan. 19, '86. Feb. 23, '86. Mch 1, '87.

The
Cinderella
Lace Covered
Bustle.
Made of fine blue tem-
pered watch spring steel
Very light and cleanly.
Made especially for ladies who
want a small bustle, or for misses.
Price, 50 Cents.

Sold by all dealers. If you do not find these goods at stores send price and we will send post paid. Weston & Wells Manufacturing Company,
1017 Chestnut Street, Philadelphia.



9, MILLION
worn during
the past six
years.

This marvel-
ous success is
due—

1st.—To the
superiority of
Coraline over
all other mat-
erials, as a
stiffener for
Corsets.

2d.—To the
superior qual-
ity, shape and
workmanship
of our Corsets,
combined with
their low
prices.

Avoid cheap imitations made of various kinds
of cord. None are genuine unless

"DR. WARNER'S CORALINE"
is printed on inside of steel cover.

FOR SALE BY ALL LEADING MERCHANTS.

WARNER BROTHERS,

359 Broadway. New York City.

PLEASE mention the JOURNAL when correspond-
ing with advertisers.

I CURE FITS!

When I say cure I do not mean merely to stop them for a time and then have them return again. I mean a radical cure. I have made the disease of FITS, EPILEPSY or FALLING SICKNESS a life-long study. I warrant my remedy to cure the worst cases. Because others have failed is no reason for not now receiving a cure. Send at once for a treatise and a Free Bottle of my infallible remedy. Olive Express and Post Office. It costs you nothing for a trial, and I will cure you. Address Dr. H. G. ROOT, 185 Pearl St., New York.

R. H. MACY & CO.

14th St., Sixth Ave., and 13th St.,
NEW YORK.

Special Bargains.

AN IMMENSE STOCK OF LADIES' AND CHILDREN'S

MUSLIN UNDERWEAR,

ALL OF OUR OWN MANUFACTURE, AT THE LOWEST PRICES IN THE COUNTRY.

OUR GENTLEMEN'S

UNLAUNDRIED SHIRT at 68 Cts.

equal to any shirt sold at one dollar. War-
anted Wamsutta Muslin, Bosoms of Carefully-
selected Linen, and Buttonholes Hand-Made.
BOYS' SIZES, 49 cts.

LINEN GOODS

OF ALL KINDS.

Blankets, Flannels, Lace
Curtains, Etc.

BLACK AND COLORED,

silks, Satins, Plushes,
AND

DRESS GOODS.

Our Prices below all Competition.

Special Attention given to Mail Orders.
SPRING CATALOGUE WILL BE READY
ABOUT MARCH 1 AND WILL BE
MAILED ON RECEIPT OF TEN
CENTS.

R. H. MACY & CO.

BELLS.



BUCKEYE BELL FOUNDRY.

Bells of Pure Copper and Tin for Churches,
Schools, Fire Alarms, Farms, etc. FULLY
WARRANTED. Catalogue sent free.

VANDUZEN & TIFT, Cincinnati, O.



Musical, far sounding & highly satisfac-
tory Bells for Schools, Churches, etc.

MENEELY & CO.

Established 1826.
WEST TROY, N. Y.

Description of bells and on application.



McShane Bell Foundry.

Finest Grade of Bells,
Chimes and Pells for
Churches, Schools, &c.
Send for Price and Catalogue
Address, H. McSHANE &
CO., Baltimore, Md.

Mention this paper.

6% 7% 8%

The American Investment Company, of Em-
metsburg, Iowa, with a Paid-up capital of
\$400,000, surplus \$75,000, offers first Mort-
gage Loans drawing seven per cent., both Prin-
cipal and Interest fully guaranteed. Also 6 per
cent. 10-year Debenture Bonds secured by 105
per cent. of first Mortgage Loans held in trust by
the Mercantile Trust Company, N. Y. 5 per
cent. certificates of deposit for periods under one
year. Write for full information and references
to the company at 150 Nassau St., N. Y.
A. L. Ormsby, Vice Pres. and General Manager.

For Reducing School-Book Bills.

Our new 50-page Price-list of Text-books of all
Publishers. New School Books lower than pub-
lishers' wholesale list prices. Second-hand School
Books in proportion. Over 2,000 different titles
(representing all publishers), with classified in-
dex, showing quickly the different authors in the
various branches of study. Mailed free on ap-
plication. We also issue "Catalogue C" of prices
we pay for Second-hand and New School Books.
ARTHUR HINDS, 4 Cooper Union, N. Y. City.

THE GREAT AMERICAN TEA COMPANY

Greatest inducements ever offered. Now's your time to get up
orders for our celebrated TEAS and COFFEES, and secure a
beautiful Gold Band or Moss Rose China Tea Set, or Handsome
Decorated Gold Band Moss Rose Dinner Set, or Gold Band or Moss
Decorated Toilet Set, or White Granite Dinner Set, or Beautiful Parlor
Hanging Lamp, or Watch, or Webster's Unabridged Dictionary.
No house can give the same quality of goods and premiums as we.
We stand at the head and defy competition.
For full particulars, address

THE GREAT AMERICAN TEA COMPANY
P. O. Box 200. 31 & 33 Vesey St., New York.

Hop Plaster

Without doubt the BEST plaster made. When
applied to any kind of pain or soreness, instant
relief is felt. Lame Back, Side or Hip, Sore Mus-
cles, Severe Aches, Strains, Kidney Diseases,
Rheumatism or any sort of soreness in any part
yield instantly to the pain-killing and strength-
ening properties of the Hop Plaster. Virtues of
fresh Hops, Burgundy Pitch and foreign Gums
combined in a sweet and never-fading Porous
Plaster. Used and recommended by hosts of
people. 25c., 5 for \$1. everywhere. Mailed for
free. PROP. HOP PLASTER CO., Boston, Mass.

my Back Aches!

ELY'S CREAM BALM

CLEANSSES THE

HEAD. ALLAYS

INFLAMMATION.

HEALS THE SORES

RESTORES THE

SENSES OF TASTE,

SMELL, HEARING.

A QUICK RELIEF.

A POSITIVE CURE

HAY-FEVER

A particle is applied into each nostril and is
absorbable. Price, 60 cents at Druggists; by mail,
registered, 60 cents. Circulars free. ELY BROS.,
Druggists, Owego, N. Y.

AGENTS WANTED.

BOOK AGENTS WANTED for PLATFORM ECHOES

LIVING TESTIMONY FOR HEAD AND HEART,

By John B. Gough.

His last and crowning life work, brim full of startling in-
sight, humor and pathos. Bright, pure, and good. Full of
"laughter and tears." It is a gift of sight to all. To it is added
the Life and Death of Mr. Gough, by Rev. J. H. ABBOTT.
\$3.00. 1000 Agents Wanted. Men and Women. \$1.00
a month. \$5.00 a month. \$7.00 a month. No experience as we
give full terms and pay promptly. Write for circulars to
J. B. WORTHINGTON & Co., Hartford, Conn.

AGENTS WANTED FOR THE LIFE OF HENRY WARD BEECHER

by THOMAS W. KNOX. An Authentic and Complete History
of his Life and Work from the Cradle to the Grave. One-
volume all in one. The Best and Cheapest. Splendidly
illustrated. Tells the whole story. No experience as we
give full terms and pay promptly. Write for circulars to
J. B. WORTHINGTON & Co., Hartford, Conn.

THE publishers of the THE JOURNAL
would esteem it a favor if names of
teachers who do not take it, and who would
be likely to be interested, are sent them that
they may send them specimen copies.

WILL YOU SEND TO-DAY?

Will you send for our FREE canvassing out-
fit TO-DAY? IF NOT, WHY NOT? It costs you
nothing to make a trial canvass. THE PEN-
NY WEEKLY is an elegant 16-page paper and
is only 10 cents per year. Six months on trial,
with premium, 25 cents. Nine out of ten per-
sons who have that amount in their pockets
will subscribe. Each subscriber receives 25
weekly copies of the cheapest paper published in the
world, a subscriber's CERTIFICATE of INQUIRY, and
a book of 40 Penny Weekly Inquiry Coupons. Send to-day.
Address THE PENNY WEEKLY, Chicago, Ill.

EP P S'S

GRATEFUL-COMFORTING.

C O C O A

NATHANIEL JOHNSON

MANUFACTURER OF

CHURCH AND SCHOOL FURNITURE,

Reversible Seetees for Sunday-Schools,

KINDERGARTEN TABLES, ETC.

490 Hudson St., New York.

GOOD NEWS TO LADIES!

ENJOY A CUP OF GOOD TEA AND COFFEE.

Send to the OLD RELIABLE. No Humbug.

Greatest inducements ever offered. Now's your time to get up
orders for our celebrated TEAS and COFFEES, and secure a
beautiful Gold Band or Moss Rose China Tea Set, or Handsome
Decorated Gold Band Moss Rose Dinner Set, or Gold Band or Moss
Decorated Toilet Set, or White Granite Dinner Set, or Beautiful Parlor
Hanging Lamp, or Watch, or Webster's Unabridged Dictionary.
No house can give the same quality of goods and premiums as we.
We stand at the head and defy competition.
For full particulars, address

THE GREAT AMERICAN TEA COMPANY
P. O. Box 200. 31 & 33 Vesey St., New York.

The only balls popular in Lent—fish
balls. Coal weighing for retail is apt to be a
short weigh from the truth.

The organ grinders of New York city
have a trades union of 892 members. Un-
like some of the other organizations, they
are in favor of a "grinding monopoly."

A great many people owe their gentle-
manly appearance to their clothes, and a
great many owe their clothes to the tailor.

"Hello, Mike, I hear you're on a strike."
"So I am. I struck for fewer hours."
"Did you succeed?" "Indeed, I did. I'm
not working at all now."

She: "Yes, we had a splendid time last
summer. Four other Vassar girls and I
took a tramp through the Adirondacks." He:
"Did the tramp have a good time?"

Did you ever chance to hear a mother
remark, in speaking of her child, "How
like its mother!" just at the moment that
the dear little thing was making a grab
for its father's hair?

Tender-hearted young lady: "Oh you
cruel, heartless little wretch! to rob those
poor birds of their eggs." Wicked little
boy: "Ho! That's the old mother bird
that you've got on yer bonnet. Guess
she won't care."

Ladies will never succeed as railway
conductors. Their trains are always be-
hind.

Something New

and most important. Hallett & Co., Portland,
Maine, can furnish you work that you can do at
great profit and live at home, wherever you are
located. Either sex; all ages. Asa F. Rand,
Westboro, Mass., writes us that he made \$60
profit in a single day. Every worker can make
from \$5 to \$25 and upwards per day. All is new.
Capital not required; you are started free. Full
particulars free. Send your address at once.

Generally when a sailor is ashore he
does not care to have his bill-low.

When we talk about mean temperature
in New England nowadays, we mean
what we say.

Spring Medicine.

The necessity of a spring medicine is almost
universally admitted. And the superiority of
Hood's Sarsaparilla for this purpose becomes
more and more widely known every year. That
power to purify the blood, and those elements of
strength and health which the system craves, and
to which it is so susceptible at this season, are
possessed by this peculiar medicine in a pre-
eminent degree. Scrofula, pimples, boils, or any
humor, biliousness, dyspepsia, sick headache,
catarrh, rheumatism, or any diseases or affections
caused or promoted by impure blood or low state
of the system, are cured by Hood's Sarsaparilla.
Try the peculiar medicine.

The ink-bottle is one of the most in-dip-
endent things known.

Give Ely's Cream Balm a trial. This justly
celebrated remedy for the cure of catarrh, hay
fever, cold in the head, &c., can be obtained of
any reputable druggist and may be relied upon
as a safe and pleasant remedy for the above
complaints and will give immediate relief. It
is not a liquid, snuff or powder, has no offen-
sive odor and can be used at any time with good
results, as thousands can testify, among them
some of the attaches of this office.—Spirit of the
Times, May 29, 1886.

A philosopher says: A girl should
marry for protection, and not revenue
only.

ADVICE TO MOTHERS.

MRS. WINSLOW'S SOOTHING SYRUP should al-
ways be used for CHILDREN TEething. It
SOOTHES the CHILD, SOFTENS the GUMS, allays
all pain, CURES WIND COLIC and is the BEST REM-
EDY FOR DIARRHOEA. 25 CTS. A BOTTLE.

"Riches take unto themselves wings
and fly away," said the teacher. "What
kind of riches is meant?"

And the smart bad boy at the foot of
the class, said he "reckoned they must be
ostriches."

Difficulty of breathing, a short, dry cough,
a quick pulse, and pain in the left side are sym-
ptoms of approaching consumption. Relieve the
chest and cure the cough with Hale's Honey of
Horehound and Tar. This remedy is swift and
certain, at any drug store at 25c., 50c., and \$1.

Glenn's Sulfur Soap heels and beautifies, 25c.
German Corn Remover kills Corns, Bunions, 25c.
Hill's Hair and Whisker Dye—Black & Brown, 25c.
Pike's Toothache Drops—cure in 1 Minute, 25c.

There is a growing impression that Lot's
wife turned back to get her gloves.

There are a good many p's in pepper,
but not half so many as there are in coffee.

MADAME PORTER'S COUGH BALM
Is always reliable. Relieves Coughs, Colds, and
all affections of the Throat and Lungs.

"There are poems unwritten and songs
unsung." "Yes," says an editor, "it is
this that reconciles us to life."

"Did n't Know 't was Loaded"

May do for a stupid boy's excuse; but
what can be said for the parent who
sees his child languishing daily and fails
to recognize the want of a tonic and
blood-purifier? Formerly, a course of
bitters, or sulphur and molasses, was the
rule in well-regulated families; but now
all intelligent households keep Ayer's
Sarsaparilla, which is at once pleasant
to the taste, and the most searching and
effective blood medicine ever discovered.

Nathan S. Cleveland, 27 E. Canton st.,
Boston, writes: "My daughter, now 21
years old, was in perfect health until a
year ago when she began to complain of
fatigue, headache, debility, dizziness,
indigestion, and loss of appetite. I con-
cluded that all her complaints originated
in impure blood, and induced her to take
Ayer's Sarsaparilla. This medicine soon
restored her blood-making organs to
healthy action, and in due time reestab-
lished her former health. I find Ayer's
Sarsaparilla a most valuable remedy for the
lassitude and debility incident to
spring time."

J. Castright, Brooklyn Power Co.,
Brooklyn, N. Y., says: "As a Spring
Medicine, I find a splendid substitute
for the old-time compounds in Ayer's
Sarsaparilla, with a few doses of Ayer's
Pills. After their use, I feel fresher and
stronger to go through the summer."

Ayer's Sarsaparilla,

PREPARED BY

Dr. J. C. Ayer & Co., Lowell, Mass.

Price \$1; six bottles, \$5. Worth \$5 a bottle.

CURE FOR THE DEAF

Peck's Patent Improved Cushioned Ear Drums per-
fectly restore the hearing, and perform the work
of the natural drum. Always in position, but in-
visible to others and comfortable to wear. All conversation
and even whispers heard distinctly. We refer to those
using them. Send for illustrated book with testimo-
nials, free. Address
F. HISCOX 553 Broadway, N. Y. Mention this paper

TEACHERS!

Our new School
Aids are used for
conducting day schools in good, quiet order. A set
contains 250 large beautiful chrome excelsior, merit
and credit cards elegantly lithographed in ninety
different designs, colors and notices. Price, per set,
\$1. Half set, 50c. Large set samples pretty
chrome school reward, prize, fine gift cards and teach-
ers' supplies 25c. Price list and few samples free. All
postpaid. Stamps taken.

VINE ART PUB. CO., Warren, Pa.

The Reason Why.

It is said "there's nothing new under the sun,"
and it may be a true saying. But when the light
of reason is thrown on some of the every-day
occurrences in life, it is astonishing how little we
actually know as to the why's and wherefore's of
matters which attract our attention. In the
hurly-burly of this world we are apt to take for
granted facts as they appear, because we have
not time to thoroughly investigate them. The
Chicago, Milwaukee, & St. Paul Railway Com-
pany has endeavored to save the enquiring mind
the trouble of much research, and has published
in a little book entitled "Why and Wherefore,"
many reasons why various facts exist. The
language is plain and simple, and the volume
might be used with profit as a reliable class-book
in public and private schools. As a household
reference it is invaluable, and children as well as
grown people can read and understand it.

While this publication is in a measure an ad-
vertising medium for the Railway Company,
that fact does not detract from its value, and a
copy of "Why and Wherefore" will be sent free
to any address by enclosing ten cents in postage
to A. V. H. Carpenter, General Passenger Agent,
Milwaukee, Wis.

ALL FARES REDUCED

STONINGTON LINE

THE FAVORITE
Inside Route
FOR
Boston, Providence
and all New England
Points.

Reclining Chair Parlor Cars
between Stonington's landing
and Boston,
WITHOUT CHARGE.

Leave this Pier new No. 36, North River, one
block above Canal St., at 5 P. M. daily, except
Sundays.

Elegant Steamers Rhode Island and Mamachu-
setts are now running on this line. First-class
fare, \$3.00 to Boston, \$2.50 to Providence. Pas-
sengers via this line can have a full night's rest
by taking 7.55 A. M. Express train from steamer's
landing for Providence or Boston.

O. H. BRIGGS, Gen'l Passenger Agent.

W. E. BABCOCK, Asst' Gen'l Pass'r Agent.

CONSUMPTION.

I have a positive remedy for the above disease; by its use
thousands of cases of the worst kind and of long standing
have been cured. Indeed, so strong is my faith in its efficacy
that I will send TWO BOTTLES FREE, together with a VAL-
UABLE TREATISE on this disease, to any sufferer. Give ex-
press & T. C. address. DR. T. A. SLOCUM, 141 Pearl St. N. Y.

SOME CURIOUS Flyers, Creepers, and Swimmers

IS THE TITLE OF A NEW VOLUME IN
JOHONNOT'S NATURAL HISTORY SERIES
OF APPLETONS' INSTRUCTIVE READING-BOOKS.

The five volumes of Johonnot's Natural History Readers, heretofore published, have so fully and successfully met the demand for reading-books of this kind that the above volume has been added to the series as an intermediate book, to follow "Wings and Pins." Its contents are of the same instructive character and in the pleasantly-written style that have made the series so popular and attractive.

Sample copies will be mailed, post-paid, to teachers, for examination, at the introduction price, 40 cents. Send for full descriptive circulars. The Historical Series now in press.

D. APPLETON & CO., Publishers, New York, Boston, Chicago, Atlanta, San Francisco.

Eclectic Educational Series.

JUST PUBLISHED:

ECLECTIC GUIDE TO HEALTH.—Scientific Temperance Physiology and Hygiene.

A revision and re-arrangement of the popular ECLECTIC PHYSIOLOGY, which is still continued in publication. The effect of alcoholic drinks and narcotics on the human system is fully considered in connection with each division of the subject, to meet the requirements of the Women's Christian Temperance Union, and the laws in several States requiring Temperance Physiology to be taught in the public schools. 190 pp., cloth. Profusely illustrated by engravings and full page colored plates. Sample Copy and Introduction price, 60 cents.

MORRIS'S SCRIPTURE READINGS.

By EDW. D. MORRIS, *Lane Theological Seminary*. One hundred selections from the various versions of the Bible. For school purposes:—Opening exercises, responsive reading, etc. Cloth, 244 pp. Introduction and Sample Copy price, 60 cents.

VAN ANTWERP, BRAGG & CO., Publishers,
CINCINNATI, BOSTON, NEW YORK.

THE FRANKLIN SPEAKER.

By Profs. ORREN ROOT, JR., and JOSIAH H. GILBERT. With an Introduction by Anson J. Upson, D.D. Cloth, 277 pages, 12mo.

Sent by mail, postpaid, to any address, on receipt of \$1.00.

BEST SUPPLEMENTARY READING.

MODERN PRIMARY READING, Part 1.

Contains 48 pp. of reading-matter for supplementary use in Primary Schools, in connection with the First and Second Readers of any series. Bound in heavy manila, and sold for 6 cents per copy. \$5.00 per 100 copies. Send three 2-cent stamps for sample copy.

TAINTOR BROTHERS & CO., Publishers, 18 and 20 Astor Place, New York.

CHEAPEST AND BEST.

BUTLER'S SERIES OF READERS. (5 Books.)

Introductory Prices, 20, 30, 40, 50, and 60 cents.

MITCHELL'S SERIES OF GEOGRAPHIES. (2 Books.)

Introductory Prices, 54 cents and \$1.20.

BUTLER'S PICTORIAL HISTORY OF U. S.

Introductory Price, \$1.00.

NEW AMERICAN ARITHMETICS. (Butler's Series.)

(2 Books.) Introductory Prices, 19 cents and 60 cents.

Mitchell's Outline Maps. Butler's Reading Charts

Sample copies sent, postpaid, at introductory prices.

E. H. BUTLER & CO., Philadelphia. | C. H. BROWNE, Agent, 686 Broadway, N. Y.

FORTY LESSONS

IN

PUNCTUATION AND CAPITALS.

The very latest and the very best book for teaching Punctuation and the use of Capitals.

It will save work for the teacher, and make better writers of the pupil. The pupil does the work while the teacher is engaged with classes. The book has blank pages for writing the exercises. The cost is only about that of blank paper at retail.

The price is 72 cents per dozen; or, we will deliver them in any part of the country, by mail or express, at 85 cents per dozen.

Specimen Copy by mail on receipt of 10 cents.

LEACH, SHEWELL & SANBORN, Publishers,
87 Franklin Street, Boston. 743 Broadway, New York.

STONE'S

History of England.

By A. P. STONE, LL.D., Supt. of Schools, City of Springfield, Mass., fully illustrated with maps, etc.

Carefully prepared,

Concise.

Impartial,

Interesting.

The social life and progress of the people is made a prominent feature.

Adopted in a large number of leading cities. Copy sent for examination on receipt of 50 cents.

THOMPSON, BROWN & CO., 23 Hawley St., Boston.

BARNES' National System of Penmanship

THE NEWEST. THE HANDSOMEST. THE BEST.

Endorsed by more than Two Hundred Professional Penmen.

IF TEACHERS ARE CAREFUL TO PROCURE

"Barnes' Jet Black National Ink," "and Barnes' National Pens."

Nos. 1,333 and 444, they will not fail to secure good results in teaching this branch.

An elegant "Specimen Book," superbly printed on beautiful paper, containing all the copies of the entire series, bound in the same manner as the books, and a sample of the "Practice Paper," will be sent free to any address upon application. Address,

A. S. BARNES & CO., Publishers, 111 William St., New York.

TEACHERS—VACATION.

Last summer we gave employment to a large number of teachers (during their vacation) and by actual computation the amount of business transacted by them amounted to almost \$300,000. This year we offer better terms to those who are anxious of making money, and now is the time to write us for particulars. We only want smart, active men, who are willing to work hard, and to such our business brings handsome profits. Address at once, giving age and present occupation,

BOX 2857, NEW YORK.

THE BEST.

P. D. & S. COPY BOOKS

THREE DISTINCT SERIES.

1st. The Pen and Pencil Series. 2d. The Shorter Course Series.
3d. Large or Regular Series.

REDUCTION IN PRICES.

Write for samples and introductory terms.

POTTER, KNIGHT, AINSWORTH & CO.,

School Book Publishers, 107 Chambers Street, New York City.

DON'T BE DECEIVED

BY ANY

COPYING PROCESS

that will take only 50 or 60 good copies, when you can get the

AUTOGRAPH

FOR LESS MONEY;

guaranteed to take from 500 to 5,000 copies with the least possible trouble and no delay.

Twenty Copies Taken a Minute.

Send for Specimens and particulars to

AUTOGRAPH CO., 25 Clinton Place, N. Y.



No Task to Study these Books.

Approved by All Leading Educators.

The Latest and Best!

Murray's Essential Lessons in English; Composition, Analysis and Grammar. .75
Murray's Advanced Lessons in English; Composition, Analysis and Grammar. .90
McIlroy's Essential Lessons in English Grammar. .75
Baldwin's Essential Studies in English and American Literature. 1.25
Poetry and Prose. Each. 1.50
Fenn's Science and Art of Elocution. 1.25
Kellerman's Elements of Botany. 1.25
Kellerman's Plant Analysis. 1.00
Harris's French Syntax. 2.00
Reilly's Artist and His Mission. 1.25
Dillard's Exercises in Arithmetic, for Review and Examination. .50
Fenn's Favorites, Nos. 1, 2, 3, and 4, each. .35
Address, JOHN E. POTTER & CO., Publishers, Philadelphia, Pa.

SOWER, POTTS & CO.

PHILADELPHIA.

THE NORMAL EDUCATIONAL SERIES.

Dr. Brooks's Normal Mathematical Course
1. Standard Arith. Course, in Four Books.
2. Union Arith. Course, in Two Books, combining Mental and Written.
Brooks's Higher Arithmetic.
Brooks's Normal Algebra.
Brooks's Geometry and Trigonometry.
Brooks's Philosophy of Arithmetic.
Manuals of Methods and Keys to the Above.
Montgomery's Nor. Union System of Indust. Drawing.
Lyte's Bookkeeping and Blanks.

MACMILLAN & CO.'S

SERIES OF SCIENTIFIC TEXT-BOOKS.

Huxley's Lessons in Elem. Physiology. \$1.10
Geikie's Lessons in Physical Geog. 1.10
Roscoe's Lessons in Elem. Chemistry. 1.10
Jones' Junior Course of Pr. Chemistry. .70
Jevon's Elementary Lessons in Logic. .40
Stewart's Lessons in Elem. Physics. 1.10
Lockyer's Elem. Lessons in Astronomy. 1.35
Educational Catalogue sent free on application.
112 Fourth Ave. New York.

The Business-Standard Copy-Books

LATEST. CHEAPEST. BEST.

THE LARGEST BOOKS FOR THE LEAST MONEY. THE ONLY SERIES HAVING DUPLICATE COPY IN THE MIDDLE OF EACH PAGE

PRIMARY COURSE, 7 Nos., per Doz., 72 cts
COM. SCHOOL COURSE, 7 Nos., per Doz., 98 cts

COWPERTHWAIT & CO.
PHILADELPHIA, PA.

LEPAGE'S
THE ONLY GENUINE
LIQUID GLUE

Used by thousands of first-class Manufacturers and Mechanics on their best work. Its success has brought a lot of imitations copying us in every way possible. Remember that THE ONLY GENUINE Lepage's Liquid Glue is manufactured solely by the RUSSIA CEMENT CO., GLOUCESTER, MASS. Sample by mail 30c. stamp.